



RELATIONSHIPS AND SEX EDUCATION POLICY

Introduction

Relationship and Sex Education (“RSE”) at the Academy School is about the emotional, social, cultural development of pupils, and involves learning about healthy lifestyles, diversity and personal identity.

RSE education is provided to our pupils alongside of the Personal, Social, Health and Citizenship Education (PHSCE) curriculum. We use RSE with regards to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions in an age appropriate way. We do not use RSE as a means of promoting any particular form of sexual orientation. The policy is reviewed and updated on an annual basis and is approved by the Board of Academy School (Hampstead) LLP.

Our RSE curriculum has been devised with regard to DFE guidance, in particular Relationships Education, Relationships And Sex Education (RSE) and Health Education, last updated July 2020; Relationships Education (Primary), last updated July 2020; and Physical Health and Mental Well-being (Primary and Secondary), last updated July 2020. We have also actively sought the views of our parents and incorporated that into our curriculum and schemes of work.

Aims and Objectives

We aim: -

- To promote the spiritual, moral, cultural, mental, and physical development of the pupils at our school;
- To prepare our pupils for the opportunities, responsibilities, and experience of adult life;
- To work towards these aims in partnership with our parents; and
- To clarify the content and manner in which RSE is delivered in our school.

Curriculum

Years 2 to Year 6

- The importance of building positive relationships involving trust and respect with others
- How to build positive relationships with others and themselves
- Respect for the views of other people with a willingness to be open-minded
- Safe on-line behaviour and relationships
- Physical and mental well-being
- Exploring moral questions
- Appropriate and inappropriate or unsafe physical contact and what to do if the pupil has concerns

- Having respect for one's own body, including consent

Years 5 and 6 only

- Preparing pupils for the changes that adolescence brings, including the physical development of their bodies as they grow into adults
- The way humans reproduce
- Understanding the nature and importance of consent
- Recognising bullying, abuse and discrimination

Years 7 and 8

- The importance of building positive relationships involving trust and respect with others
- How to build positive relationships with others and themselves and appreciating the different types of relationships including romantic or intimate relationships
- Recognising different relationship values and how they can be influenced by cultural upbringing
- Evaluating expectations about gender roles, behaviour and intimacy within romantic relationships
- Forming and maintain respectful relationships
- Exploring contraception and parenthood
- Exploring social influences on behaviour and how to deal with them

The RSE Schemes of Work are attached.

How RSE is taught

- RSE is taught within the context of the PSHCE curriculum and is delivered within dedicated RSE/PSHCE lessons, Assemblies, science and other subject lessons and through specific discussions and interventions, particularly involving the Head and school counselor
- In science lessons we follow the National Curriculum and in Key Stage 2 we teach life processes and the main stages of the human life cycle. This is enhanced and developed in Key Stage 3.
- Teachers have been taught to treat all questions relating to RSE with sensitivity and respect. By the end of Key Stage 2 we ensure that pupils know how babies are born and their bodies change during puberty. We encourage our pupils to ask for help if they need it.
- We make use of visits and events such as LGBTQ+ history month with a focus on Families, Love and Self-expression to further instill aspects of RSE.

- RSE as with all subjects is delivered in a way that makes it accessible to all pupils including those with learning needs, and in particular with social interaction and communications needs e.g. pupils on the autism or ADHD.

The role of the School

The primary role in children's sex education lies with parents and carers. Therefore it is vital to ensure good communication and understanding between the school and parents. We have explained to the parents the approach we are taking to RSE and they are aware of the curriculum and schemes of work which are held on the school's website. We are open and have requested any comments and questions from parents and will take seriously any issues that parents raise with teachers about this policy or the arrangements for sex education in the school.

Parents have the right to withdraw their child from all, or part, of the sex education lessons. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Head.

Confidentiality

All RSE lessons are conducted with sensitivity and in confidence. However if a child makes a reference to being involved, or likely to be involved, in sexual activity then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that she or he may have been a victim of abuse. If the teacher has concerns, they will draw them to the attention of the DSL. The DSL will then deal with the matter in line with school's Child Protection Policy.

Access to the RSE curriculum for all pupils including those with SEND

We ensure that RSE teaching is accessible to all of our pupils. We provide high quality teaching that is differentiated and personalized. We are mindful of the preparing for adulthood outcomes as set out in the SEND code of practice. We recognize that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE is particularly important for those with Emotional and Mental Health needs or learning disabilities. We will tailor content and teaching to meet the specific needs of pupils at different development stages. Teaching will be sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Equalities Act

The school has taken account of its obligations under the Equalities Act in creating and implementing its RSE programme. The school's overall approach to its obligations under the Equalities Act is set out in its Equalities Policy. In designing and teaching RSE the school has taken positive action, where it can be shown to be proportionate, to deal with particular disadvantages affecting

one group because of a protected characteristic. The school provides additional support to pupils with particular protected characteristics where it feels this would be appropriate. The school fosters healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provides an environment which challenges perceived limits on pupils based on their gender or any other characteristics. We develop a culture where everyday sexism, misogyny, homophobia and gender stereotypes are not tolerated and any occurrences are identified and tackled. Staff are aware that they have an important role to play in modeling positive behaviours.

The school has developed its RSE teaching taking account of the Department's advice, including that contained within Keeping Children Safe in Education 2023. The school makes clear in its teaching and approach that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not inevitable part of growing up. We ensure that there is an understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment. This treatment ensures that pupils treat each other well and go on to be respectful and kind adults.

Parental Rights

We inform all parents about the content being covered in RSE education lessons and provide them with an example of the type of lessons that will be taught. We recognize that parents have the final decision regarding their child's RSE. Some of the topics involving sex education discussed may be deemed inappropriate to the background and beliefs of individual parents and their child. In such cases, we will fully uphold the right of the parent to withdraw their child from aspects of the course. In these circumstances the pupil will be expected to undertake private study in an alternative location in the school.

Revised and updated by Andrew Sandars

Approved by the Board of Academy School (Hampstead) LLP

August 2025

Next review date : August 2025

The following topics are covered across assemblies, PSHE and subject lessons:

Year 2 & 3	
Skills:	Developed over the academic year: <ul style="list-style-type: none">• Clear and confident speaking skills.

	<ul style="list-style-type: none"> • Effective discussion skills e.g., respecting one another's views and ideas. • To use and understand correct vocabulary when learning about these topics. <p>Topics:</p>
Autumn Term	<p>Relationships: My family</p> <p>Pupils are taught about different types of relationships (e.g., friendships, family relationships, and romantic relationships).</p> <p>Pupils are introduced to what constitutes positive relationships (e.g., kindness, respect, and truthfulness).</p> <p>Pupils are taught to recognise other shared characteristics of healthy family life, including commitment, care, spending time together and supporting each other in times of difficulty.</p> <p>Pupils are taught about how to manage change in different contexts (including loss and bereavement).</p>
Spring Term	<p>Relationships: Other's Families</p> <p>Pupils are taught to recognise and respect different types of family structure (including single parents, same-sex parents, stepparents, blended families, and foster parents). They are taught that families of all types can provide family members with love, security, and stability.</p> <p>Pupils have the opportunity to discuss their own family relationships with one another and learn about each other's family structures, traditions, and culture (opportunity for project and presentation work).</p> <p>Pupils are taught how to listen and respond respectfully to people with a range of beliefs, traditions, and lifestyles.</p> <p>Pupils are taught about trusted people and everyone's right to be treated with respect. They are taught how to respond safely to adults they may encounter whom they do not know well.</p>
Summer Term	<p>Relationships: Friendship</p> <p>Pupils are taught about the importance of friendships and strategies for</p>

	<p>building positive friendships (e.g., mutual respect, trust, kindness, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties).</p> <p>Pupils are introduced to what constitutes positive friendships (kindness, respect, and truthfulness).</p> <p>Pupils are encouraged to think about how they might be a good friend.</p> <p>Pupils learn about the impact of bullying, including offline and online, and the consequences of hurtful behaviour. They learn about strategies to respond to, and report, hurtful behaviour experienced or witnessed, offline and online.</p> <p>Pupils are taught how to recognise hurtful behaviour and bullying, and how to get help.</p> <p>Pupils are taught to respect and acknowledge differences and appreciate similarities between people.</p> <p>Ideas for resources throughout the scheme:</p> <p>Resources:</p> <ul style="list-style-type: none"> • FPA – Growing with Tom and Yasmine (7-9)- What makes a good friend? • CEOP – Play, Like, Share • Twinkle- Growing Up Lesson 4: Your Family, My Family • Kapow Primary- Family and relationships - RSE & PSHE
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Year 4	
<p>Skills:</p> <p>Developed over the academic year:</p> <ul style="list-style-type: none"> • Effective discussion skills e.g., respecting one another's views and ideas. • Building upon effective discussion skills to develop competent debating skills. Understand how to effectively debate a topic. • To use and understand correct vocabulary when learning about these topics. <p>Topics:</p> <p>Online Safety</p>	
<p>Autumn Term</p>	<p>The importance of positive relationships is recapped from previous</p>

	<p>learning.</p> <p>Pupils are taught to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face. They learn about the risks of communicating online with others.</p> <p>Pupils are taught how to recognise pressure from others to do something unsafe, and strategies for managing this.</p> <p>Pupils are taught about why someone may behave differently online, including pretending to be someone they are not.</p> <p>Online Relationships</p> <p>Spring Term</p> <p>Pupils learn about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p> <p>Pupils focus on how online bullying is dangerous and how it is different to offline bullying.</p> <p>Pupils learn about strategies to respond to, and report, hurtful behaviour experienced or witnessed, offline and online.</p> <p>Pupils are taught how to give/not give and seek permission in different situations. They are taught about privacy of personal information and boundaries.</p> <p>Pupils are taught how to manage the risks of communicating online with others whom they have not met in person.</p> <p>Relationships: Friendship</p> <p>Summer Term</p> <p>Pupils recap what constitutes positive friendships (e.g., kindness, respect, and truthfulness).</p> <p>Pupils are encouraged to think about how they might be a good friend.</p> <p>Pupils explore how to manage conflict in friendships. Pupils are given real strategies and tactics to help them manage their own feelings and the feelings of others in productive ways (opportunities for role play).</p> <p>Pupils are taught to recognise and handle friendships that feel unsafe or uncomfortable and learn how to ask for support if necessary.</p> <p>Pupils are taught that friendships change (including contexts such as moving home or schools).</p>
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Resources:	<p>Ideas for resources throughout the scheme:</p> <ul style="list-style-type: none"> • FPA – Growing with Tom and Yasmine (7-9)- What makes a good friend? • Bitesize - BBC Online communication and online safety • CEOP – Play, Like, Share • UK Safer Internet Centre- Resources for 3-11s • Premier League Primary Stars – Inclusion
	Year 5
Skills:	<p>Developed over the academic year:</p> <ul style="list-style-type: none"> • Effective discussion skills e.g., respecting one another's views and ideas. • Building upon effective discussion skills to develop competent debating skills. Understand how to effectively debate a topic. • Understand how to effectively research in preparation for a debate. • To use and understand correct vocabulary when learning about these topics. <p>Topics:</p>
Autumn Term	<p>Relationships: Law and Legislation</p> <p>Pupils recap positive relationships, online safety, and peer pressure from previous learning. Pupils are taught about the importance of keeping personal information private. They are taught strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others.</p> <p>Pupils are introduced to legislation regarding sexual consent and relationships, for example, the legal age of consent.</p> <p>Pupils are taught that forcing anyone to marry against their will is a crime and that help, and support is available to people who are worried about this for themselves or others.</p> <p>Pupils start to understand their own rights regarding relationships (sexual or non-sexual) and the rights of others.</p> <p>Relationships: Friendships</p>

Spring Term

Pupils are recap different types of relationships (e.g., friendships, family relationships, romantic relationships).

Pupils are reminded of what constitutes positive relationships (kindness, respect, truthfulness etc.).

Pupils are encouraged to think about the important relationships in their life. Pupils are encouraged to ask, 'Can I explain why my choices might affect my family, friendships, and people around the world who I don't know'.

Pupils are taught about mutual respect, being polite and how personal behaviour can affect others.

Pupils are taught about the impact of bullying and hurtful behaviour, online and offline.

Pupils are provided with strategies for responding to bullying and hurtful behaviour, witnessed or experienced.

Pupils are taught how to challenge discrimination, seek help, and report concerns and how positive friendships can support wellbeing.

Sex Education: Puberty**Summer Term**

Pupils are encouraged to use the anatomically correct names for all anatomy.

Pupils are taught about some of the physical and emotional changes which occur through puberty, for both girls and boys.

Pupils are encouraged to ask questions in order to dispel common misconceptions about puberty and the changing body.

Pupils are taught how to recognise different types of physical contact and what is, or is not, acceptable.

Ideas for resources throughout the scheme:

- Home Office – Disrespect NoBody
- Winston's Wish – Loss and Bereavement
- Medway Public Health Directorate relationships and sex education schemes of work KS2 – Lessons for Year 5

Resources:

	<ul style="list-style-type: none"> • UK Safer Internet Centre- Resources for 3-11s
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	Year 6
Skills:	<p>Developed over the academic year:</p> <ul style="list-style-type: none"> • Well-practised and effective discussion skills e.g., respecting one another's views and ideas. • Competent and effective debating skills, showcasing an understanding of how to engage in compelling debates and conduct research to prepare for discussions. • To use and understand correct vocabulary when learning about these topics.
Autumn Term	<p>Topics:</p> <p>Sex and Relationships</p> <p>Pupils recap how to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p>Pupils are taught about sexual reproduction.</p> <p>Pupils learn what constitutes acceptable and unacceptable physical contact and the strategies to respond to unwanted physical contact. Pupils are taught about seeking and giving permission (consent) in different situations.</p> <p>Pupils are taught about how the media portrays relationships and the potential impact of this on people's expectations of relationships.</p> <p>LGBTQ+ Education</p> <p>Pupils are taught that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.</p> <p>Pupils learn about changes in legislation, across the past decade, for equality and inclusion of LGBTQ+ people.</p>

	<p>Pupils are taught how to challenge discrimination, seek help and report concerns.</p> <p>Summer Term</p> <p>Relationships and Consent</p> <p>Pupils are taught that consent is freely given. They learn that being pressurised, manipulated, or coerced to agree to something is not giving consent and how to seek help in such circumstances. They learn how to give, not give, seek, and withdraw consent.</p> <p>Pupils are taught to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves. They learn that everyone, including them, should expect to be treated politely and with respect by others in school and in wider society.</p> <p>Pupils are reminded about the importance of keeping personal information private. They are taught strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others. Pupils learn what to do if they are frightened or worried by something seen or read online and how to report concerns, inappropriate content, and contact.</p> <p>Resources:</p> <ul style="list-style-type: none"> • UK Safer Internet Centre- Resources for 3-11s • Home Office – Disrespect NoBody • PSHE Association – Inclusion, Belonging and Addressing Extremism – Lesson 3: Stereotypes • Coram Life Education – ‘The Belonging Toolkit’, upper KS2 single and double lessons. • PSHE Association – Mental Health and Emotional • Every Mind Matters – Transition to secondary
	<p>Year 7 & 8</p> <p>Skills:</p> <p>Developed over the academic year:</p> <ul style="list-style-type: none"> • Well-practised and effective discussion skills e.g., respecting one another’s views and ideas. • Well-honed and effective debating skills, showcasing a deep understanding of how to engage in compelling debates and

	<p>conduct thorough research to prepare for discussions.</p> <ul style="list-style-type: none"> • Strong abilities to navigate difficult and controversial discussions respectfully, with peers and adults who may have alternative views to their own. • To use and understand correct vocabulary when learning about these topics. <p>Sex, Relationships, Health, and Wellbeing</p> <p>Autumn Term</p> <p>Pupils are taught about the purpose, importance, and different forms of contraception.</p> <p>Pupils learn that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs).</p> <p>Spring Term</p> <p>Relationships</p> <p>Pupils develop strategies to deal with peer-on-peer abuse. They learn how to report this and who to tell both in school and outside school.</p> <p>Pupils are taught how to identify risk and manage personal safety in increasingly independent situations, including online.</p> <p>Pupils learn about the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation. They learn to recognise when others are using manipulation, persuasion or coercion, and warning signs. Pupils are taught how to report abusive behaviours, how to respond and support for themselves/others.</p> <p>Summer Term</p> <p>Consent and Positive Relationships</p> <p>Pupils learn to evaluate expectations about gender roles, behaviour, and intimacy within romantic relationships.</p> <p>Pupils are taught that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances. They learn how to seek, give, not give, and withdraw consent in all contexts (including online).</p> <p>Pupils recap and learn in further detail legal issues surrounding sex,</p>
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	<p>consent, and distribution of indecent images.</p>
Resources:	<p>Ideas for resources throughout the scheme:</p> <ul style="list-style-type: none">• PSHE Association: Guidance on teaching about content in PSHE education• Medway Public Health Directorate SRE schemes of work for KS3 – Lessons 2 & 3 Year 7, Lessons 1-6 Year 8• Disrespect NoBody• BCA-CEOP – Send me a pic?• FASTN KS3 relationship resource – Commitment: what does it mean?• Home Office – Somethings Not Right (abuse disclosure)