

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 Citzenship 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

***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
* Understanding the difference between biological sex, gender identity and sexual orientation
* 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
* Understanding the nature and importance of consent
* Exploring contraception and parenthood
* Recognising bullying, abuse and discrimination
* 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, Sexual Violence and sexual harassment between children in schools and colleges. 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 alternative location in the school.

Revised and updated by Andrew Sandars

Approved by the Board of Academy School (Hampstead) LLP

July 2022

Next review date : July 2023

Relationship and Sex Education: Scheme of Work

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

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| --- | --- |
|  | **Year 2 & 3** |

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| --- | --- |
| **Skills:**  **Autumn Term**  **Spring Term**  **Summer Term**  **Resources:** | Developed over the academic year:   * Clear and confident speaking skills. * Effective discussion skills e.g., respecting one another’s views and ideas. * To use and understand correct vocabulary when learning about these topics.   **Topics:**  **Relationships: My family**  Pupils are taught about different types of relationships (e.g., friendships, family relationships, romantic relationships).  Pupils are introduced to what constitutes positive relationships (kindness, respect, truthfulness etc.).  Pupils are taught to recognise other shared characteristics of healthy family life, including commitment, care, spending time together and being there for each other in times of difficulty.  Pupils are taught about how to manage change in different contexts (including loss and bereavement).  **Relationships: Other’s Families**  Pupils are taught to recognise and respect different types of family structure (including single parents, same-sex parents, stepparents, blended families, foster parents). They are taught that families of all types can give family members love, security and stability.  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).  Pupils are taught how to listen and respond respectfully to people with a range of beliefs, traditions and lifestyles.  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  **Relationships: Friendship**  Pupils are taught about the importance of friendships and strategies for building positive friendships (e.g., mutual respect, trust, kindness, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties).  Pupils are introduced to what constitutes positive friendships (kindness, respect, truthfulness etc.).  Pupils are encouraged to think about how they might be a good friend.  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.  Pupils are taught how to recognise hurtful behaviour and bullying, and how to get help.  Pupils are taught to respect and accept differences and appreciate similarities between people.    Ideas for resources throughout the scheme:   * 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 |