



TIMU ACADEMY TRUST

Policy Document for: Relationship and Sex Education (RSE)

Approved: March 2021

Due for Review: March 2022

This policy is written using [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/relationships-and-sex-education-rse-and-health-education) and [Introduction to requirements - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/introduction-to-requirements)

Ethos and rationale

At Timu Trust, Relationship and Sex Education (RSE) gives children the essential skills for building positive and respectful relationships and equips them to stay safe on and offline. It teaches children how to be happy, healthy and confident individuals and grow into responsible citizens. RSE is learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health. Some aspects of RSE are taught through Science and others are taught as part of personal, social, health and economic education (PSHE).

RSE is **not** about the promotion of sexual activity.

Aims

The aims of 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.

We ensure RSE is inclusive and meets the needs of all our pupils including those with special educational needs and disabilities (SEND). Teachers ensure that the content, approach and the use of inclusive language reflect the diversity of the school community and help all pupils feel valued and included regardless of their gender, ability, experiences and family background.

Statutory requirements

RSE is not compulsory in primary schools. Academy Trusts are not required to follow the National Curriculum and may choose not to teach the elements of sex education in the science curriculum where there is a reason not to do so. However, at Timu Trust we have chosen to teach the elements of sex education contained in the science curriculum as part of the National Curriculum.

The Trust will have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#) as well as being in line with our funding agreement and articles of association.

Legislation

From September 2020 the Department for Education introduced compulsory Relationship Education and Health Education for all pupils receiving primary education. Schools must start teaching by at least the start of the summer term 2021.

Sex Education is not compulsory in primary schools, for aspects which are not part of the Science curriculum.

Policy development

- Review – a working party viewed relevant information and national and local guidance materials to ensure compliance
- Staff consultation – all school staff were given the opportunity to review a draft document and make recommendations
- Parent/Stakeholder consultation – parents and any interested parties were invited to review the draft policy before ratification
- Pupil consultation – all pupils were consulted through work done in class with their class teacher, feedback shared with the PSHE Lead
- Ratification – once amendments were made the policy was shared with the Trust Board and ratified

Curriculum Design

We have developed the curriculum in consultation with parents, pupils and staff taking into account the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online.

Our RSE programme is an integral part of our whole school personal, social, health and economic (PSHE) education curriculum. It has been constructed following guidance material from the PSHE Association and is matched to the needs of our pupils through local data and staff's knowledge of their children. Our whole school PSHE curriculum, incorporating RSE, can be found on the website. The RSE elements of the curriculum can be seen on the final page of this document.

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 blocks and characteristics of positive relationships including

- Feelings and Emotions
- Healthy Relationships
- Valuing Difference
- Growing and Changing

Across all Key Stages pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing risks
- Assertiveness
- Seeking help and support when required
- Informed decision making

- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances, along with reflecting sensitively that some children may have a different structure of support around them. We are aware that we have a number of same-sex families, adopted children, foster families, blended families, single parents and children who live with grandparents or wider family.

Lessons will be delivered in a variety of ways including circle times, hot seating, whole class and small group discussions and use various resources such as books and film clips. Pupils also receive stand-alone sex education sessions delivered by their class teacher and/or a trained health professional when required. Lessons may be graduated and age appropriate, particularly for SEND children where a small group or one to one discussion where more appropriate.

The transition phase before moving to Secondary school must support pupils ongoing emotional and physical development effectively. The Department for Education recommends that all Primary schools have a sex education programme which is tailored to the age and physical and emotional maturity of our pupils and ensures that both boys and girls are prepared for the changes that adolescence brings, drawing on the National curriculum elements of the human life cycle which are part of science. The Trust ensures that teaching and materials are appropriate to the age and stage of development of the pupils in year 6, as well as those with SEND who may have different stages of development and/or learning barriers. Year 6 teachers are happy to offer support to parents about how to have discussions about sex education at home, and how this links to the programme in school.

RSE will be assessed through ipsative assessment. The children will be asked to complete a baseline assessment to gauge their prior knowledge and understanding of a topic. Then, after a series of lessons, they shall be invited to reflect on their previous knowledge to measure their progression within a topic.

At the end of the academic year each year group will review the RSE programme they have implemented and pass on comments to the PSHE Lead as part of the monitoring cycle. The Senior Leadership Team shall also meet with the PSHE/RSE Lead to discuss contextual influences and how the curriculum may need to be adjusted to meet these.

The last page of this document sets out our full RSE curriculum for children from year R to year 6.

SEND pupils

The RSE curriculum must be accessible to all pupils. This is particularly important when planning for teaching our pupils with SEND to ensure that this is personalised to their starting points and appropriate to their age and stage of development.

The Trust is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. These factors are taken into consideration in designing and teaching these subjects.

LGBTQ

In teaching Relationships Education and RSE, we will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We will ensure that we comply with the relevant provisions of the [Equality Act 2010](#) and [The Equality Act 2010: advice for schools](#), under which sexual orientation and gender reassignment are amongst the protected characteristics.

The curriculum covers LGBTQ issues through relationships education in a way that is sensitive and age appropriate in approach and content. The context of our pupils makes this a relevant area to cover at Primary since we have pupils in key stage 2 who are questioning their gender. This is not delivered through stand alone lessons, but fully integrated into the programme of study. The national guidance makes it clear that schools are free to determine how they do this, and it expects all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

Equality

All schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in <https://www.gov.uk/guidance/equality-act-2010-guidance> and <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>. Schools should pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

Provisions within the Equality Act allow schools to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic. This should be taken into consideration in designing and teaching these subjects. A school, could, for example, consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment. This will be monitored as the curriculum is delivered, alongside ongoing reviews of incidents for safeguarding, behaviour and wellbeing on CPOMS system by the Assistant Head Teachers and Strat Team. Any patterns which emerge will be identified and positive action taken to make adjustments in the curriculum or any additional action which needs to be taken.

The contextual makeup of the pupils, including gender balance and any pupils with particular protected characteristics are considered in developing our RSE and PSHE curriculum. The Trust is ambitious for all pupils, and acts positive to create an environment which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach. The Trust is mindful of issues such as everyday sexism, misogyny, homophobia and gender stereotypes and takes positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. The Trust policies are developed to support all pupils, such as **safeguarding and child protection** and **behaviour** policies.

Ongoing CPD as part of our safeguarding culture continues to support staff awareness of these issues. An understanding for all pupils of healthy relationships, acceptable behaviour and the right of

everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults.

Roles and Responsibilities

The Governing Body

- The Governing Body has delegated the approval of this policy to the CEO
- Acts to hold the Heads of School to account for the implementation of this policy
- Undertakes monitoring of the impact of the curriculum
- Ensures that clear information is provided for parents on the subject content and the right to request that their child is withdrawn

The Inclusion and Well-being Lead and the PSHE Lead

The Leads are responsible to ensure the RSE curriculum content meets the needs of the children and the requirements of the Department for Education.

The Head of School

The Head of School is responsible for ensuring the RSE is taught consistently across their school, and for managing requests to withdraw pupils from the non-statutory components of RSE.

Teaching 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-statutory components of RSE so that meaningful learning activities are provided

Pupils

- Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Teachers and pupils will agree ground rules at the beginning of the work, in addition to those already embedded by our behaviour policy and classroom rules.

Staff training

Staff are trained on the delivery of RSE as part of our CPD calendar across the year, as well as where teachers may need support and training in answering questions which are best not dealt with in front of a whole class.

The Head of School will coordinate with the PSHE/RSE Lead to invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE.

Monitoring of effectiveness of the RSE curriculum

The delivery of the RSE curriculum is monitored by the PSHE/RSE Lead. Pupil development in RSE is assessed by class teachers as part of their usual internal assessment processes.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance the teacher will consult with the Designated Safeguarding Lead (DSL) and ensure the relevant safeguarding procedure is logged and updated in a timely manner alerting the DSL team and assigned to the Head of School.

The Trust makes use of agencies such as NSPCC who deliver relationships education which is appropriate for the different key stages in Primary school.

Visitors and external agencies who support the delivery of RSE will be required to read the RSE policy in advance to ensure they are informed of the safeguarding protocols and are supportive of the school's whole school approach to RSE.

Pupils will be taught how to report concerns and get help when they think something is wrong, both in their online life as well as in 'real' life. This knowledge helps to support safeguarding children.

Working with parents

The role of our parents and carers in the development of their children's understanding about relationships is vital since they have the most significant influence in enabling their children to grow and mature and form healthy relationships.

The Trust works closely with parents and carers in planning and delivering the RSE curriculum through consulting on the proposed curriculum and ensuring parents know what is taught and when.

Unfortunately, the Covid-19 pandemic has prevented the schools from running face to face parent events to enable parents to come into school and talk directly to teachers and the PSHE/RSE lead about their concerns and questions. However, these questions and concerns are encouraged so that we can continue to develop parental confidence in our RSE curriculum.

Withdrawing your child

Parents do not have the right to withdraw their children from Relationship Education as from September 2020 as this became a compulsory element of RSE.

Parents have the right to withdraw their children from the non-statutory components of RSE; that being sex education beyond the biological and reproductive aspects required of the science curriculum.

Requests for withdrawal should be put in writing and addressed to the Head of School - a copy of the withdrawal request shall be placed in the pupil's educational record. The Head of School will discuss the request with the parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead.

This process is the same for pupils with SEND – there may be exceptional circumstances which the Head of School will consider in discussion with the child's parents.

After discussions with parents, the parents still wish to withdraw their child, this will be granted from sex education, other than part of the science curriculum.

The teachers will then provide purposeful, appropriate education for any child withdrawn. There is no right to withdraw from Relationships Education or Health Education.

	Health and Well Being in Early Years Early Learning Goals:			Relationships in Early Years Early Learning Goals:			Living in the Wider World in Early Years Early Learning Goals:		
	<ul style="list-style-type: none"> To know the importance for good health, of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. To manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. To talk about how they and others show feelings. 			<ul style="list-style-type: none"> To talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. To work as part of a group or class and understand and follow the rules To adjust their behaviour to different situations, and take changes of routine in their stride To play co-operatively, taking turns with others To show sensitivity to others' needs and feelings, and form positive relationships with adults and other children To know that children do not always enjoy the same things and are sensitive to this. 			<ul style="list-style-type: none"> To know about similarities and differences between themselves and others, and among families, communities, and traditions. To talk about past and present events in their own lives and in the lives of family members. To talk about the features of their own environment and how environments might vary from one another To know about similarities and differences in relations to places, objects, materials and living things To recognise that technology is used in places such as homes and schools To select and use technology for a particular purpose. 		
	Health and Well Being			Relationships			Living in the Wider World		
	Physical health and Mental wellbeing	Growing and Changing	Keeping Safe	Families and Friendships	Safe Relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work
Year 1	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings and managing when things go wrong	How rules and age restrictions help us; keeping safe online	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community
	Key Vocabulary – healthy, hygiene, unique, feelings, special, rules, safe			Key Vocabulary – family, similar, different, privacy, safe, permission, behaviour, polite, rules			Key Vocabulary – rules, community, environment, care, internet, devices, strengths		
Year 2	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money
	Key Vocabulary – healthy lifestyle, male, female, penis, vagina, body part, emergency			Key Vocabulary – friendship, lonely, secret, pressure, co-operate			Key Vocabulary – roles, responsibility, community, belong, devices, factual, entertainment, money, savings		
Year 3	Health choices and habits; what affects feelings; expressing feeling	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals
	Key Vocabulary – habits, strengths, achievements, hazards			Key Vocabulary – Relationship, same sex parents, stepparents, blended families, foster, adoptive, boundaries, bullying, respect, courteous			Key Vocabulary – gender, stereotypes, responsibilities, law, inappropriate, achievements, goals		
Year 4	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe
	Key vocabulary – balance, hygiene, puberty, period, male, female, penis, vagina, medicine, drug			Key Vocabulary – positive, relationship, confidentially, sensitive			Key Vocabulary – community, volunteer, contribution, data, information, budget, savings, spending		
Year 5	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards other	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes
	Key Vocabulary – vaccinations, immunisations, identity, individuality, mental wellbeing, first aid, emergency, FGM			Key Vocabulary – friendship, peer influence, assertive, unacceptable contact, prejudice, discrimination, compassion			Key Vocabulary – aspiration, career, media, stereotypes, environment, compassion		
Year 6	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal safe; information safe; regulations and choices; drug use and the law; drug use and the media	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks
	Key Vocabulary – human reproduction, birth, contraception, penis, vagina, womb, egg, sperm, fertilisation, mental wellbeing, bereavement			Key Vocabulary – marriage, civil partnership, diversity, peer pressure, consent, debate			Key Vocabulary – diversity, discrimination, prejudice, stereotypes, influence, debt, fraud, gambling		

