



**The Great Barwell Journey to Wellness**

## **Relationships and Sex Education Policy 2021**

**Love thy neighbour in a flourishing school community.** A community with Jesus' protective love at heart, celebrating diversity with the highest expectations for all, both academically and behaviourally. A community that puts physical and mental wellness at its heart. A loving, knowledgeable community building a rich, challenging curriculum for all.

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### 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 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 Barwell CE Academy 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 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 consulted about this 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 1 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 children for the changes that adolescence brings
- How a baby is conceived and born

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

### 6. Delivery of RSE

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Much of the statutory guidance is covered throughout our Journey to Wellness work as we believe that interleaving the learning and repetition of key themes, rather than discrete one off lessons, is more effective. However, to allow for clear progression and a sensitive informed approach, some aspects of this work are also delivered discretely. In Year 3 and Year 4, these are delivered by children's class teachers and in Year 5 and Year 6, our Family Link Worker provides these learning opportunities.

For more information about our RSE curriculum, see Appendices 1 and 2.

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will approve the RSE policy, and hold the Head Teacher to account for its implementation.

### **7.2 The Head Teacher**

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

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 Head Teacher.

Our school family link worker, Mrs Jodie Robinson, is responsible for teaching RSE alongside class teachers.

### **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 which is delivered through our Everyone's Welcome programme, which is set out in our Great Barwell Learning Adventure. Each Learning Journey includes the objective covered and the book studied and can be found on our school website.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE which are detailed in Appendix 1 of this document.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head Teacher.

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.

Mrs Jodie Robinson has attended additional external training in the delivery of RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the Head Teacher through:

planning scrutinies, learning walks and lesson observations.

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

This policy will be reviewed annually by the Head Teacher.

At every review, the policy will be approved by the governing board.

<b>Formally Agreed:</b>	
<b>Date:</b>	
<b>Signed: Head Teacher</b>	
<b>Print Name:</b>	
<b>Next formal agreement:</b>	
<b>Date:</b>	

Appendix 1: Curriculum map

**Relationships and sex education curriculum map**

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Summer 2 Delivered over two lessons	Valuing Difference and Keeping Safe <ul style="list-style-type: none"> <li>To identify people are unique and respect those differences</li> <li>To explore the difference between male and female bodies</li> <li>To consider appropriate and inappropriate physical contact and consent</li> </ul>	<p><b>Delivered by Class Teacher:</b>  <b>CWP Y3 Lesson 1 Planning</b>            It's ok to be different, Todd Parr            Pictures of male and female bodies            Body difference matching cards</p> <p><b>CWP Y3 Lesson 2 Planning</b>            Unwanted touch scenarios            PANTS cards</p>
Year 4	Summer 2 Delivered over two lessons	Growing Up <ul style="list-style-type: none"> <li>To explore the human life cycle</li> <li>To identify some basic facts about puberty</li> <li>To explore how puberty is linked to reproduction</li> </ul>	<p><b>Delivered by Class Teacher:</b>  <b>CWP Y4 Lesson 1 Planning</b>            Lifecycle whiteboard summary            Body parts bingo cards            Bingo flash cards            Body changes pictures            Life cycle quiz slides/answers</p> <p><b>CWP Y4 Lesson 2 Planning</b>            Puberty card sort/whiteboard summary            Body changes worksheet            Teacher guide</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Summer 2 Delivered over three lessons	Puberty <ul style="list-style-type: none"> <li>To explore the emotional and physical changes occurring in puberty</li> <li>To understand male and female puberty changes in more detail</li> <li>To explore the impact of puberty on the body and the importance of physical hygiene</li> <li>To explore ways to get support during puberty</li> </ul>	<b>Delivered by our Family Link Worker:</b> <b>CWP Y5 Lesson 1 Planning</b> Puberty changes teacher guide Puberty changes worksheet Reproductive system slides Pupils questions template <b>CWP Y5 Lesson 2 Planning</b> Reproductive system slides Puberty changes teacher guide Menstrual cycle animation Puberty card game <b>CWP Y5 Lesson 3 Planning</b> Kim's game Puberty problem page
Year 6	Summer 2 Delivered over three lessons	Puberty, Relationships and Reproduction <ul style="list-style-type: none"> <li>To consider puberty and reproduction</li> <li>To explore the importance of communication and respect in relationships</li> <li>To consider the different ways people might start a family</li> </ul>	<b>Delivered by our Family Link Worker:</b> <b>CWP Y6 Lesson 1 Planning</b> Puberty changes teacher guide Puberty body part cards Reproduction question sheet/answers <b>CWP Y6 Lesson 2 Planning</b> What makes a healthy relationship? Communication and touch cards Pupil questions template <b>CWP Y6 Lesson 3 Planning</b> Couple pictures How does a baby start?

Appendix 2: 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"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>



TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>
Changing adolescent body	<ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle</li> </ul>

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.

TO BE COMPLETED BY THE SCHOOL

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