






Oak Trees Multi Academy Trust

Relationships and Sex Education Policy

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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 – from September 2021
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality (Sep 2021) 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 Poulton Lancelyn Primary School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, governors, Trustees and parents. The consultation and policy development process involved the following steps:

1. Trust discussion – the Headteacher Group, MAT CEO and Trustees all discussed the way forward for MAT schools to address SRE
 2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations
 3. Parent/stakeholder consultation – parents and any interested parties were invited to give feedback about the policy
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4. Ratification – once amendments were made, the policy was shared with governors and Trustees and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality (through the statutory science curriculum), 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 considering 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 is not compulsory in primary schools. We will consult with parents in the next 12 months in order to decide our approach to this in future years. Currently our school approach to this is:

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. Our school approach to PSHE is through the Heartsmart programme, which can be viewed at <https://www.heartsmart.school/#WhatIsHeartSmart>. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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

Sex Education

This will be taught through the science curriculum (y5). The school nurse will deliver a puberty talk to Y5 children during the summer term.

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 Trust Board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science 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/non-science 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 headteacher.

Staff responsible for teaching RSE in school include all teaching staff and HLTAs (a copy of specific names can be requested via the school office)

The RSE/PSHE Co-Ordinator in our school is Teri Higgins-Carter

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.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

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

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.

The headteacher will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the Headteacher & Deputy Headteacher through:

Planning scrutinies

Learning walks

Pupil discussion

Pupils' development in RSE is monitored by class teachers.

This policy will be reviewed by the MAT CEO and Trust Board in 2020 as part of the consultation over teaching the non-statutory aspects of sex education.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----|---|---|---|---|---|--|
| | Get Heartsmart | Don't forget to let love in | Too much selfie isn't healthy | Don't rub it in, rub it out | Fake is a mistake | No way through isn't true |
| F2 | Reading facial expressions and body language to understand how someone is feeling. Talking about things that we love and how they make us feel. | Each one of us is loved, special and important Thinking about our favourite things and how they are all different Talking about how we demonstrate different emotions | Discussing who you love and what you love to do together Considering different families Exploring ways to show care and affection to others | Discussing what makes a super friend Thinking about what types of words we use and how they make others feel Being kind to others even when their behaviour is unkind | To differentiate between lies and the truth. Exploring the importance of telling the truth Sharing and celebrating differences in our homes and families | Considering how we can move forward from our mistakes. Demonstrating perseverance to find a way through Considering change through the life cycle of a caterpillar. |
| Y1 | Using our power in positive and negative ways Understanding our emotions Identifying who we are grateful for Considering ways to keep healthy | Discussing the difference between appropriate and inappropriate contact Differentiating between truth and lies Considering the choice between spending and saving | Developing awareness of surroundings and people around you Identifying who looks after us and how we can show them appreciation Identifying ways to work as a team and reach end goals Staying safe online | Discussion around how forgiveness can help hard situations disappear Exploring different ways to handle disappointment Thinking about the motives behind our behaviour, how our behaviour affects others and how to make amends | Thinking about who we can trust to talk to when we are sad or mad Looking at the importance of good oral hygiene and dental health Considering how small lies can have a big impact | Learning from our experiences and trying again Recognising our potential and the potential within all of us Learning to trust our own instincts Identifying our hopes and dreams for the future |
| Y2 | Using our power in positive and negative ways Considering the reputations we would like to have Identifying special people and how they show us love | Recognising our strengths and ways that people are unique Differentiating between truth and lies Changing our attitudes by being thankful for what we have | Developing awareness of surroundings and people around you Looking for opportunities to do something kind for others Looking at how we are the same and different Staying safe online | Saying sorry and offering forgiveness Reflecting on ways to deal with hurt and ways to handle negative emotion Demonstrating the consequences of teasing and bullying | Considering that not all thoughts we have about ourselves are true Discussing how different emotions feel Looking at ways to be polite when meeting others Staying safe in the sun | Finding solutions to problems Overcoming challenges and difficulties Imagining 'What if...' in a positive way Looking for signs of energy and ways to conserve it |
| Y3 | Looking at ways we can be positive (kind) and negative (unkind) to one another Listing the people in our lives we are grateful for Thinking of the benefits of living a healthy lifestyle | Learning to accept the encouragement given to us by others Considering what love is and what it isn't Making good choices to keep our hearts healthy | How to respond in an emergency Honouring others for their kindness Working together, listening to one another and respecting other's views | Demonstrating the effects of saying sorry Discussion around how trust is built and betrayed Recognising and challenging stereotypes | The real me is the best me Thinking about appropriate and inappropriate contact Importance of truth to build strong friendships | Importance of getting back up and trying again Developing the right attitudes to achieve our dreams How to manage change well |

| | | | | | | |
|----|--|---|---|---|---|---|
| Y4 | <p>Considering consequences of the words we use about ourselves and others</p> <p>Thinking about who we can trust</p> <p>Discussing the characteristics of a healthy family life</p> | <p>Looking at the ways we feel loved</p> <p>Celebrating our strengths and achievements</p> <p>Highlighting things about our bodies that we are grateful for</p> | <p>Suggesting how someone is feeling based on their facial expressions and body language</p> <p>Thinking about and thanking the unseen heroes of our local community</p> <p>Recognising that we sometimes need help from others and working together to achieve a shared goal</p> <p>Developing an awareness of ways to use mobile phones and tablets responsibly</p> | <p>Discussing ways to fix broken friendships</p> <p>Discussing what forgiveness is and the value of forgiving others</p> <p>Talking about different types of stress and ways to manage negative stress</p> <p>Learning about personal boundaries</p> <p>Recognising and dealing with online abuse</p> | <p>Celebrating one another for who we are not what we do</p> <p>Discussing who speaks into our lives and are they using the voice of love</p> <p>Having the courage to tell the truth isn't always easy</p> <p>Considering when dares are fun and when they are not.</p> <p>Thinking of ways to say no to dares</p> <p>Learning the facts and risks associated with smoking</p> | <p>Thinking about the skills and attitudes needed to meet a challenge</p> <p>Considering the habits we need to develop or change to reach our goals</p> <p>Discussing how to persevere and hold onto hope</p> <p>Dreaming of the future</p> <p>Learning key facts about the changes that take place in puberty between 9 - 11</p> |
| Y5 | <p>Discussing how to know what we should and shouldn't watch.</p> <p>Writing letters of thanks to people who support and encourage us.</p> | <p>Considering the way the words we listen to about ourselves make us feel.</p> <p>Thinking about different sources of pressure, including from our friends, and ways we can respond. Recognising that resources can be allocated in different ways and these choices affect others.</p> <p>Considering who to go to for help and how to keep asking until help is given.</p> | <p>Thinking about what we can do when we feel lonely.</p> <p>Listening to what others say.</p> <p>Thinking of people who deserve honour and suggesting ways to honour them.</p> <p>Investigating the purpose and role of different groups (inc. pressure groups).</p> <p>Developing an awareness of what you should and shouldn't share online.</p> | <p>Developing simple strategies to resolve conflict.</p> <p>Describing what Nelson Mandela's life teaches us about forgiveness.</p> <p>Considering how to handle our emotions and mistakes.</p> <p>Recognising bullying in all its forms and thinking about strategies to deal with bullying.</p> | <p>Considering how images we see online and in the media don't always represent reality.</p> <p>Thinking about how feedback can help us grow.</p> <p>Finding out about the risks associated with alcohol for young people.</p> <p>Knowing who we can trust to be vulnerable and open with.</p> <p>Exploring how shame can make us want to hide how we really feel.</p> | <p>Discuss how the successes we achieve on the inside can often be greater than those seen on the outside.</p> <p>Learn key facts about the menstrual cycle and how to look after ourselves during puberty.</p> <p>Looking at the power of hope and how it can keep us going.</p> |
| Y6 | <p>Demonstrate that our body language can be used to help us feel powerful</p> <p>Recognising when it is right to keep a secret and when a secret should be shared</p> <p>Recognising the importance of commitment in marriage</p> | <p>Working out what we are worth</p> <p>Encouraging each other with kind and positive words – accepting positive words given to us</p> | <p>Demonstrating how we are different and the same</p> <p>Practising being a good listener</p> <p>Considering ways we can be a good friend and supportive</p> <p>Discussing the benefits and dangers of social media</p> | <p>How to resolve conflict</p> <p>Power of forgiveness</p> <p>Body language</p> <p>communicating our feelings</p> <p>Building trust between friends</p> <p>Considering the impact of bullying</p> | <p>Being proud of who you are</p> <p>Negative and positive self-talk</p> <p>Learning boundaries in respectful friendships</p> | <p>Stepping out of comfort zones</p> <p>The power of hope and how it keeps us going</p> |

Protected Characteristics

It is important that all children leave with an understanding of the world they are growing up in, having learned how to live alongside, and show respect for, a diverse range of people. It is against the law to discriminate against someone because of:

- age
- disability
- gender
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Heartsmart curriculum will be supplemented by teaching of **protected characteristics** through year group texts and **related vocabulary**.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------|---|--|---|---|---|--|
| F2 Texts Theme | Red Rockets and Rainbow Jelly –S.Heap Differences/ beliefs | Mommy, Mama and Me –L. Newman Same sex marriage | | The Artist Who Painted a Blue Horse – E. Carle Differences | | Elmer - David McKee Differences |
| F2 Vocabulary | different, same, like | family, mummy, mummies | | different, good | | difference, celebrate, equality |
| Y1 Texts Theme | Picnic in the Park Disability, gender, marriage and civil partnership, pregnancy, race, sexual orientation | | The Great Big Book of Families – M. Hoffman Gender, marriage and civil partnership, race, sexual orientation | | The Odd Egg – E. Gravett Differences | |
| Y1 Vocabulary | Different families, friendship, , mixed race, foster child, stepchild, adoption | | typical family, different family, adoption, fostered, difference, religion, tradition | | difference, crocodile, surprise | |
| Y2 Texts | And Tango makes Three- J. Richardson | | Rabbityness – J.Empson | | Who are you Stripy Horse? – J.Helmore | |

| | | | | | | |
|----------------|---|--|---|---|---|---|
| Theme | Sexual orientation/ Marriage | | Differences/ grief | | Differences | |
| Y2 Vocabulary | typical families', 'different families', friendship | | difference, typical, not typical, normal, not normal, special, valued | | identity, label, discrimination | |
| Y3 Texts Theme | Troll Swap –L.Hodgkinson Differences | | | Are you a boy or are you a girl? –S.Savage Gender | The Hueys in the New Jumper – O.Jeffers Differences | |
| Y3 Vocabulary | usual, unusual, typical, expectation, expected, surprise, belong, belonging | | | difference, gender, equality, sexist, sexism, stereotype | difference, same, individual/individuality, acceptance | |
| Y4 Texts Theme | King and King – L. de Haan Sexual orientation/marriage | | | This is our house – M. Rosen Gender/age/race/ Differences | Nanny Fox – G.Adams Differences | |
| Y4 Vocabulary | Marriage, typical, different, law, equality, gay | | | Sexism, racism, discrimination, equality | Typical, different, traditional, stereotype | |
| Y5 Texts Theme | | The Whisperer- N.Butterworth Marriage | | Ferdinand the Bull – M. Leaf Differences | Dad David, B.Chris Differences | |
| Y5 Vocabulary | | love, rumour, betrayal, values, tradition, family, difference, diversity, equality | | challenging 'normal', difference, likes, dislikes, values, stereotype | adoption, gay, foster care, fostered, birth parents, birth mum, birth dad | |
| Y6 Texts Theme | | William’s Doll – C. Zolotrow Gender | We are all born free - Amnesty International Religion/ belief | | | 10,000 Dresses- M. Ewart Gender/ sexual orientation |
| Y6 Vocabulary | | Sexism, stereotypes, challenging the normal, sexuality | Human rights, equality, freedom of speech, belonging | | | Differences, discrimination and transgender |

Relationships and sex education curriculum map

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"> • 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 • 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 |

| TOPIC | PUPILS SHOULD KNOW |
|--------------------------|---|
| 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 |
| Online relationships | <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 |
| Being safe | <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 |