

Relationships and sex education policy

Mossbourne Riverside Academy

Last reviewed on: October 2024

Next review due by: November 2025

Contents

1. Aims	1
2. Statutory requirements	2
3. Policy development.....	2
4. Definition.....	2
5. Curriculum	2
6. Delivery of RSE	2
7. Roles and responsibilities	3
8. Parents' right to withdraw	3
9. Training.....	4
10. Monitoring arrangements.....	4
Appendix 1: Curriculum map	5
Appendix 2: By the end of primary school pupils should know	7
Appendix 3: Parent form: withdrawal from sex education within RSE	9

1. Aims

The aims of relationships and sex education (RSE) at our academy 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 follow the National Curriculum including 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 Mossbourne Riverside Academy we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – staff are given the opportunity to look at the policy and make recommendations
3. Parents – the policy will be available to parents

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 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 boys and girls 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

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).

Pupils also receive stand-alone relationship, puberty and sex education sessions delivered by the KS1 and KS2 class teachers.

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

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 governing board will hold the headteacher to account for the implementation of this policy.

7.2 The principal

The principal is responsible for ensuring that RSE is taught consistently across the academy, 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 principal.

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 principal.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE and it is included in continuing professional development sessions.

The principal may also invite visitors from outside the academy, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by phase leaders/and or the subject leader through: planning checks, observations, pupil voice.

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

This policy will be reviewed by the principal annually.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	Spring 1 and 2	<p>Relationships:</p> <ul style="list-style-type: none"> – How to ask people for permission (or consent) – Who are the special people in my life and how do I show I care about them? <p>My Changing Body:</p> <ul style="list-style-type: none"> – Learn about how my body changes as I grow, including: getting taller, baby teeth becoming adult teeth – We can name different parts of the body, including genitalia <p>Living in the Wider World:</p> <ul style="list-style-type: none"> – We will discuss how we have less needs and more responsibilities as we get older – What are rules that can help keep us safe online?
Year 2	Spring 1 and 2	<p>Relationships:</p> <ul style="list-style-type: none"> – How to ask people for permission (or consent) – Who are the special people in my life and how do I show I care about them? – Why is friendship important? What makes a good friend? – How can I solve disagreements and conflicts with my friends? <p>My Changing Body:</p> <ul style="list-style-type: none"> – Learn about how my body changes as I grow, including: getting taller, baby teeth becoming adult teeth – We can name different parts of the body, including genitalia <p>Living in the Wider World:</p> <ul style="list-style-type: none"> – We will discuss how we have less needs and more responsibilities as we get older – There are rules online that help me to stay safe – I know I should tell a grown up if I find something online that scares me.
Year 3	Spring 1 and 2	<p>Relationships:</p> <ul style="list-style-type: none"> – We learn how and when to give and seek permission <p>My Changing Body:</p> <ul style="list-style-type: none"> – Learn and understand the physical and emotional changes that occur during puberty, including: growing taller, voices becoming deeper, growing hair, getting spots, growing breasts, periods, erections and mood swings. – How to take care of our personal hygiene during puberty <p>Living in The Wider World:</p> <ul style="list-style-type: none"> – Strategies I can use to stay safe online

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 4	Spring 1 and 2	<p>Relationships:</p> <ul style="list-style-type: none"> – We learn how and when to give and seek permission and how I can respect and enforce personal boundaries <p>My Changing Body:</p> <ul style="list-style-type: none"> – Learn and understand the physical and emotional changes that occur during puberty, including: growing taller, voices becoming deeper, growing hair, getting spots, growing breasts, periods, erections and mood swings. – How to take care of our personal hygiene during puberty <p>Living in The Wider World:</p> <ul style="list-style-type: none"> – Strategies I can use behave safely online
Year 5	Spring 1 and 2	<p>Relationships:</p> <ul style="list-style-type: none"> – We can identify types of appropriate and inappropriate touch. – Identify the features of a variety of healthy, positive relationships. – How babies are made, what sex is, and that sex is something that adults can do together when they both want to. <p>My Changing Body:</p> <ul style="list-style-type: none"> – Learn and understand the physical and emotional changes that occur during puberty, including: growing taller, voices becoming deeper, growing hair, getting spots, growing breasts, periods, erections and mood swings. <p>Living in the Wider World:</p> <ul style="list-style-type: none"> – We discuss becoming more independent as we get older and the responsibilities that come with that – To know that pornography is illegal for children to view, and how to report it.
Year 6	Summer 2	<p>Relationships:</p> <ul style="list-style-type: none"> – We can identify types of appropriate and inappropriate touch. – Identify the features of a variety of healthy, positive relationships. – How babies are made, what sex is, and that sex is something that adults can do together when they both want to. <p>My Changing Body:</p> <ul style="list-style-type: none"> – Learn and understand the physical and emotional changes that occur during puberty, including: growing taller, voices becoming deeper, growing hair, getting spots, growing breasts, periods, erections and mood swings. <p>Living in the Wider World:</p> <ul style="list-style-type: none"> – We discuss becoming more independent as we get older and the responsibilities that come with that. – To know that pornography is illegal for children to view, and how to report it. – We discuss types of abuse, and how to seek help for ourselves and others.

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

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	