



AVANTI HOUSE

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Relationships and Sex Education Policy

2021-2022

Agreed & Ratified by SLT	April 2021
Agreed & Ratified by SSC	April 2021



RELATIONSHIPS AND SEX EDUCATION POLICY

Avanti House Primary School

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RELATIONSHIPS AND SEX EDUCATION POLICY

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Introduction

At Avanti Trust we want to support each pupil become a well-rounded human being through intellectual, moral and spiritual growth. We want our pupils to respect themselves and others. We want self-discipline, courage, integrity, empathy and gratitude to be tangible throughout our curriculum planning and school life.

Definition of RSE

The objective of relationships and sex education is to help and support pupils through their physical, emotional and moral development. 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, appropriate to each phase of education. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity. Primary sex education is not compulsory in primary schools; AST primary school will provide relationships education.

Aims

The aims of the relationship and sex education policy (RSE) 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
- Help pupils to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory requirements

As schools in the Avanti Schools Trust (AST), 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 Avanti School's Trust we teach RSE as set out in this policy.

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 member of staff or 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 invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification –, the policy was shared with the Stakeholders committee and ratified.

Curriculum

The RSE curriculum is set out as per Appendix 1 but this may need to be adapted 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 do not seek answers online.

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).

Primary schools:

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 the RSE curriculum, see Appendices 1 and 2.)

Materials

Materials used in schools must be in accordance with the PSHE framework and the law. Inappropriate images should not be used nor should explicit material not directly related to explanation. Schools should ensure that pupils are protected from teaching and materials which are inappropriate, having regard to the age and cultural background of the pupils concerned. Principals should ensure materials are available for parent and Stakeholder committee to view.

Roles and responsibilities

Delivery of sex and relationships education is not the sole responsibility of schools:

- Schools should work effectively in partnership with parents and others in the wider community
- Health professionals, social workers, youth workers, peer educators, and visitors all have a part to play in delivering sex and relationships education and must abide by the school's policy.

Stakeholder Committee

Stakeholder committees for each school will approve the RSE policy, and hold the principal to account for its implementation.

The Principal

The principal 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).

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.

Staff teaching RSE: (Schools must include names/roles of those responsible for teaching RSE in the school).

Name....

Name....

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents right to withdraw

Primary schools: Parents do not have the right to withdraw their children from relationships education.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the principal. A copy of withdrawal requests will be placed in the pupil's educational record. The principal will discuss the request with parents and take appropriate action.

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

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in the school's continuing professional development calendar. The principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by the principal through:

- planning
- book scrutinies
- learning walks
- discussions with pupils

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

Confidentiality

- Teachers cannot offer or guarantee pupils unconditional confidentiality.
- Teachers should follow the school's procedure if a child under the age of 16 is having, or contemplating having, sex (See Appendix 5)
- If sexual abuse is suspected, teachers should follow the school's child protection procedures
- Health professionals are bound by their professional codes of conduct in a one to-one situation with individual pupils, but in a classroom situation they should follow school's policy.

Appendix 1
Example of Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Reception	Summer 1	<u>Theme: Relationships</u> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Jigsaw PSHE
Reception	Summer 2	<u>Theme: Changing Me</u> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	Jigsaw PSHE
Year 1	Summer 1	<u>Theme: Relationships</u> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Jigsaw PSHE
Year 1	Summer 2	<u>Theme: Changing Me</u> Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition	Jigsaw PSHE
Year 2	Summer 1	<u>Theme: Relationships</u> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Jigsaw PSHE

Year 2	Summer 2	<u>Theme: Changing Me</u> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition	Jigsaw PSHE
Year 3	Summer 1	<u>Theme: Relationships</u> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	Jigsaw PSHE
Year 3	Summer 2	<u>Theme: Changing Me</u> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition	Jigsaw PSHE
Year 4	Summer 1	<u>Theme: Relationships</u> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Jigsaw PSHE
Year 4	Summer 2	<u>Theme: Changing Me</u> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change	Jigsaw PSHE
Year 5	Summer 1	<u>Theme: Relationships</u>	Jigsaw PSHE

		<p>Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules</p>	
Year 5	Summer 2	<p><u>Theme: Changing Me</u> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition</p>	Jigsaw PSHE
Year 6	Summer 1	<p><u>Theme: Relationships</u> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p>	Jigsaw PSHE
Year 6	Summer 2	<p><u>Theme: Changing Me</u> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</p>	Jigsaw PSHE

Primary schools:**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 stabilityThe 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 livesThat 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 careThat 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 upThat marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelongHow 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 friendsThe characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficultiesThat healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excludedThat 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 rightHow 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

TOPIC	PUPILS SHOULD KNOW
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 Format for parental feedback

TO BE COMPLETED BY PARENTS/CARERS			
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 parent			

Appendix 4:

Helpful resources:

- **NSPCC helpline:** The new dedicated, confidential helpline run by the NSPCC, available to current or past victims as well as parents, carers or professionals with concerns. NSPCC helpline number is 0800 136 663, which is live Thursday 1st April 2021.
- These [resource](#) are for parents on on-line safety. The National Sexual Violence Resource Centre (NSVRC) has published [resources](#) for parents in relation to talking about consent.
- This [list of resources](#) for relationships education, relationships and sex education and health education is very helpful.
- [lesson materials](#) on teaching informed consent, reporting issues of consent and sexual coercion from the Oak National Academy.
- PSHE Association published [guidance](#) on teaching about consent.
- Browne Jacobson, CST's Platinum Partner, has updated [advice](#) on managing reports of child-on-child assault and harassment.
- DfE's 2018 [advice](#) on sexual violence and sexual harassment between children in schools. This advice sets out what sexual violence and sexual harassment are, the current evidence on their preponderance in schools, how to minimise the risk of them occurring and what to do when they do occur or are alleged to have occurred.

Appendix 5

School procedure if a pupil is having, or contemplating having, sex

Effective relationship and sex education should enable and encourage young people to talk to a trusted adult if they are having sex or contemplating doing so. Ideally this should be their parent/carer but this will not always be possible. However, there may be cases where a teacher or member of staff learns from an under 16-year old pupil that they are having, or contemplating having, sexual intercourse. In these circumstances the school will take steps to ensure that:

- This is viewed as a serious child protection issue and reported to the DSL following school safeguarding/child protection procedures as a matter of urgency
- The parent/carer will be informed and the pupil also be persuaded to talk to her/his parent/carer about it
- If necessary, the pupil's parent/carer will be advised to seek medical advice
- The teacher/staff member will ensure that the pupil understands that confidentiality has to be broken
- The pupil has been adequately referred to the appropriate services and the case is escalated depending on its severity. The school will ensure pupils are consulted, supported, and handled according to their age, and with the upmost safeguarding provisions to ensure they have a better understanding of sexual activity

It is only in the most exceptional circumstances that the school would be in the position of having to handle such information without parental knowledge and this would be grounds for serious concern. The Principal and Assistant Principals will monitor the frequency of such cases. If they

occur too frequently this might indicate deficiencies in pupils' awareness of, or confidence in, sources of confidential medical advice. The school's sex and relationship education programme would be reviewed to ensure appropriate information is available to pupils, and understood by them.