RELATIONSHIPS AND SEX EDUCATION POLICY

[AVANTI SCHOOLS TRUST]

This policy is in force until further notice from:	Mar-21
This policy must be reviewed by:	Jan-22
Policy Author(s):	Mike Ion
Date policy reviewed by Education Director:	12.03.21
Location of publication of policy:	Trust Website/Sharepoint
Under the Trust's Scheme of Delegation this policy must be approved by LEARNING, TEACHING AND STANDARDS COMMITTEE. Such approval was given on:	Learning, Teaching and Standards Committee 22.03.21

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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.)

Secondary schools:

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

(For more information about the 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).

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: Class teachers & HLTAs

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.

Secondary schools: Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

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 a set procedure if a child under the age of 16 is having, or contemplating having, sex
- 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	TERM TOPIC/THEME DETAILS
	Relationships	Sex Education
Reception	Term 1- My family and me • I can identify some of the jobs I do in my family and how I feel like I belong. Term 2- Make friends, make friends, never ever break friends! Part 1 • I can think of ways to make friends to stop myself feeling lonely. Term 3- Make friends, make friends, never ever break friends! Part 2 • I can think of ways to solve problems and stay friends. Term 4- Fall out and bullying. Part 1 • I am starting to understand the impact of unkind words. Term 5- Fall out and bullying. Part 2 • I can use Calm me to manage my feelings. Term 6- Being the best friends we can be. • I know how to be a good friend.	Term 1- My Body • I can name part of the body Term 2- Respecting My Body • I can tell you some things I can do and foods I can eat to be healthy. Term 3- Growing up • I understand that we all grow from babies to adults. Term 4- Fun and Fears- Part 1 • I can express how I feel about moving to Year 1. Term 5- Fun and Fears- Part 2 • I can talk about my worries and/or the things I am looking forward to about being in Year 1. Term 6- Celebration • I can share my memories of the best bits of this year in Reception.
Year 1	Term 1- Families • I can identify the members of my family and understand that there are lots of different types of families. Term 2- Making Friends • I can identify what being a good friend means to me. Term 3- Greetings • I know appropriate ways of physical contact to greet my friends and know which ways I prefer. Term 4- People who help us • I know who can help me in my	Term 1- Life Cycles • I am starting to understand the life cycles of animals and humans. Term 2- Changing Me • I can tell you some things about me that have changed and some things about me that have stayed the same. Term 3- My Changing body • I can tell you how my body has changed since I was a baby. Term 4- Boys and Girls Bodies • I can identify the parts of the body that make boys different

	school community. **Term 5- Being my own best friend** • I can recognise my qualities as a person and a friend. **Term 6- Celebrating my special relationships** • I can tell you why I appreciate someone who is special to me.	to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus. **Term 5- Learning and Growing** • I understand that every time I learn something new I change a little bit. **Term 6- Coping with changes** • I can tell you about changes that have happened in my life.
Year 2	**Term 1- Families** • I can identify the members of my family, understand my relationship with each of them and know why it is important to share and cooperate. **Term 2- Keeping Safe- exploring physical contact.** • I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. **Term 3- Friends and Conflict** • I can identify some of the things that cause conflict with my friends. **Term 4- Secrets** • I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. **Term 5- Trust and appreciation** • I recognise and appreciate people who can help me in my family, my school and my community. **Term 6- Celebrating my special relationships** • I can express my appreciation for the people in my special relationships.	**Term 1- Life Cycles in Nature** • I can recognise cycles of life in nature. **Term 2- Growing from Young to Old** • I can tell you about the natural process of growing from young to old and understand that this is not in my control. **Term 3- The Changing me** • I can recognise how my boy has changed since I was a baby and where I am on the continuum from young to old. **Term 4- Boys and Girls Bodies** • I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private. **Term 5- Assertiveness** • I understand that there are different types of touch and can tell you which ones I like and don't like. **Term 6- Looking Ahead** • I can identify what I am looking forward to when I move to my next class.
Year 3	**Term 1- Family Roles and Responsibilities** • I can identify the roles and responsibilities of each member of my family and can	**Term 1- How Babies grow** • I understand that in animals and humans lots of changes happen between birth and growing up and that usually it is

reflect on the expectations for males and females.

Term 2- Friendship

- I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener.

Term 3- Keeping Myself Safe Online

- I know and can use some strategies for keeping myself safe online.

Term 4- Being a Global Citizen 1

- I can explain how some of the actions and work of people around the world help and influence my life.

Term 5- Being a Global Citizen 2

- I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.

Term 6- Celebrating my Web of Relationships

- I know how to express my appreciation to my friends and family.

the female who has the baby.

Term 2- Babies

- I understand how babies grow and develop in the mother's uterus.
- I understand what a baby needs to live and grow.

Term 3- Outside Body Changes

- I understand that boys and girls bodies need to change so that when they grow up their bodies can make babies.
- I can identify how boys and girls bodies change on the outside during this growing up process.

Term 4- Inside Body Changes

- I can identify how boys and girls bodies change on the inside during the gorwing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.

Term 5- Family Stereotypes

- I can start to recognise stereotypical ideas I might have about parenting and family roles.

Term 6- Looking Ahead

- I can identify what I am looking forward to when I move to my next class.

| Year 4 | **Term 1- Jealousy**

- I can recognise situations which can cause jealousy in relationships.

Term 2- Love and Loss

- I can identify someone I love and can express why they are special to me.

Term 3- Memories

- I can tell you about someone that I know that I no longer see.

Term 4- Getting on and Falling out | **Term 1- Unique Me**

- I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.

Term 2- Having a baby

- I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.

Term 3- Girls and Puberty

- I can describe how a girl's body |

- I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.

Term 5- Girlfriends and Boyfriends
- I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older.

Term 6- Celebrating my Relationships with People and Animals
- I know how to show love and appreciation to the people and animals who are special to me.

changes in order for her to be able to have babies when she is an adult and that menstruation (having periods) is a natural part of this.

Term 4- Circles of Change
- I know how the circle of change works and can apply it to changes I want to make in my life.

Term 5- Accepting Change
- I can identify changes that have been and may continue to be outside of my control that I learnt to accept.

Term 6- Looking Ahead
- I can identify what I am looking forward to when I move to a new class.

Year 5	**Term 1- Recognising Me** - I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. **Term 2- Safety with Online Communities** - I understand that belonging to an online community can have positive and negative consequences. **Term 3- Being in an Online Community** - I understand there are rights and responsibilities in an online community or social network. **Term 4- Online Gaming** - I know there are rights and responsibilities when playing a game online. **Term 5- My Relationship with Technology: screen time** - I can recognise when I am spending too much time using devices (screen time) **Term 6- Relationship and Technology** - I can explain how to stay safe when using technology to communicate with my friends.	**Term 1- Self and Body Image** - I am aware of my own self-image and how my body image fits into that. **Term 2- Puberty for Girls** - I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. **Term 3- Puberty for boys** - I can describe how boys' an girls' bodies change during puberty. **Term 4- Conception** - I understand that sexual intercourse can lead to conception and that is how babies are usually made. - I also understand that sometimes people need IVF to help them have a baby. **Term 5- Looking Ahead 1** - I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).

		Term 6- Looking Ahead 2
		• I can identify what I am looking forward to when I move to my next class.
Year 6	Term 1- What is Mental Health? • I know that it is important to take care of my mental health. Term 2- My Mental Health • I know how to take care of my mental health Term 3- Love and Loss • I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. Term 4- Power and Control • I can recognise when people are trying to gain power or control. Term 5- Being Online: Real of Fake? Safe of Unsafe? • I can judge whether something online is safe and helpful for me. Term 6- Using Technology Responsibly • I can use technology positively and safely to communicate with my friends and family.	Term 1- My Self Image • I am aware of my own self-image and how my body image fits into that. Term 2- Puberty • I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. Term 3- Babies: Conception to Birth • I can describe how a baby develops from conception through the nine months of pregnancy and how it is born. Term 4- Boyfriends and Girlfriends • I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend. Term 5- Real self and Ideal self • I am aware of the importance of a positive self-esteem and what I can do to develop it. Term 6- The Year ahead • I can identify what I am looking forward to and what worries me about the transition to secondary school/ or moving to my next class.

Primary schools:
Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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	• 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	- 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	- 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	• 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

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 Format for parental feedback

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

Appendix 5:
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.