

Thinking Schools Academy Trust  
*“Transforming Life Chances”*  
ALL FAITHS CHILDREN’S ACADEMY

## RSE Policy

This policy was created	Sept 2020
This policy is to be reviewed	Sept 2021
Reviewed	January 2022
Reviewed and adapted	November 2023



## Thinking Healthily

### **Rationale and ethos:**

The purpose of RSE is to help children and young people to be safe, healthy and happy as they grow up and in their future lives. RSE provides an important forum to give pupils the life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. RSE is therefore an essential tool to safeguard children. RSE offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

At All Faiths Children's Academy, we understand the importance of laying foundations for learning about relationships and sex education (RSE) to enable skills to be built on through childhood into adulthood. Through our relationships and sex education we promote the social, moral, cultural and spiritual development of children and prepare them for the opportunities, responsibilities and experiences of adult life. At key stage 1, the focus is on the concepts of growing up and identifying special people. At key stage 2, lessons look at friendships, healthy relationships and puberty – both the physical and emotional changes that occur at this stage.

### **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

At All Faiths Children's Academy we are committed to providing a rigorous and inclusive relationships and sex education which is underpinned by the 'Twelve principles' of good quality RSE, as supported by the PSHE Association, children's charities and education unions (published November 2017).

### **'The Twelve Principles'**

**Our school is committed to relationships and sex education, which:**

- Is an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages
- Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)
- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online

- Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
- Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
- Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life
- Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities
- Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

### Statutory requirements:

As a primary academy school 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 All Faiths Children's Academy we teach RSE as set out in this policy.

### Definition:

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, 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.

### Curriculum:

The 2019 DfE guidelines around RSE and health education identify five 'topics' within relationships education (Appendix 2). The objectives in each of these 'topics' are addressed through the core themes of our PSHE curriculum: '**Health and Wellbeing**', '**Relationships**' and '**Living in the Wider World**'. Details of when children visit and revisit different objectives can be found on the PSHE long-term plans for each year group (Appendix 1). These plans may be adapted as and when necessary to address the needs of our pupils.

We have developed the curriculum in accordance with the PSHE Associations recommendations and through 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.

**Primary 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

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).

**Primary sex education** will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

RSE is taught within the personal, social, health and economic (PSHE) education curriculum (with some biological aspects of RSE taught within the science curriculum). Our spiral PSHE curriculum ensures that pupils are introduced to topics/themes at a level which is appropriate for their age and/or stage with planned opportunities to revisit these several times throughout their primary school career. This approach ensures that learning is continually reinforced and solidified. As the complexity of the topic or theme increases with each revisit, pupils can make connections between new and past learning.

## **Resources:**

All resources used to teach RSE are quality assured by the PSHE Association of which we are members.

## **Roles and Responsibilities:**

### The Governing Body

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

### 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 (Appendix 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.

### Children

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

## **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.

Parents have the right to view materials before they are delivered to the children, please let us know if you would like to access this material.

**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 to provide support and training to staff teaching RSE.

**Monitoring arrangements:**

The delivery of RSE is monitored through planning and book scrutinies, learning walks and staff meetings.

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

This policy will be reviewed annually. At every review, the policy will be approved by the governing body and the headteacher.

## Appendix 1: Long-term plans

Year 1 Core theme 2: Relationships
Learning opportunities covered
<ul style="list-style-type: none"><li>• For pupils to communicate their feelings to others, to recognise how others show feelings and how to respond.</li><li>• To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</li><li>• To identify their special people (family, friends, and carers), what makes them special and how special people should care for one another.</li><li>• For pupils to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</li><li>• To identify and respect the differences and similarities between people.</li></ul>

Year 2 Core theme 2: Relationships
Learning opportunities covered
<ul style="list-style-type: none"><li>• For pupils to recognise that their behaviour can affect other people. For pupils to recognise what is fair and unfair, kind and unkind, what is right and wrong. To recognise when people are being unkind to either them or others, how to respond, who to tell and what to say.</li><li>• To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). To learn to offer constructive support and feedback to others.</li><li>• To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</li><li>• To learn that there are different types of teasing and bullying, that these are wrong and unacceptable. To develop strategies to resist teasing or bullying, if they experience or witness it, and whom to go to and how to get help.</li><li>• For pupils to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</li><li>• To identify and respect the differences and similarities between people.</li></ul>

Year 3 Core theme 2: Relationships

**Learning opportunities covered**

- To be able to recognise and respond appropriately to a wider range of feelings in others.
- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise different types of relationship, including those between acquaintances, friends, relatives and families.
- To learn that their actions affect themselves and others.
- To work collaboratively towards shared goals.
- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help). How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).

Year 4 Core theme 2: Relationships

**Learning opportunities covered**

- To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.
- To learn to recognise and manage 'dares'.
- To judge what kind of physical contact is acceptable or unacceptable and how to respond.
- To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.
- To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view.

Year 5 Core theme 2: Relationships

**Learning opportunities covered**

- To be able to recognise and respond appropriately to a wider range of feelings in others.
- To learn that their actions affect themselves and others.
- To work collaboratively towards shared goals
- To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.
- To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view.

Year 6 Core theme 2: Relationships

**Learning opportunities covered**

- To understand the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’.
- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise different types of relationship, including those between acquaintances, friends, relatives and families.
- To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.
- To understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together, and who are of the legal age to make that commitment.
- To understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership
- To understand that marriage is a commitment freely entered into by both people, that no one should marry if they don’t absolutely want to do so or are not making this decision freely for themselves. To understand that forcing anyone to marry is a crime, that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others
- To judge what kind of physical contact is acceptable or unacceptable and how to respond
- To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy
- To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and try to see, respect and if necessary constructively challenge, their points of view.
- To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010) . To recognise and challenge stereotypes. To understand the difference between, and the terms associated with sex, gender identity and sexual orientation.
- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help). How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>

TOPIC	PUPILS SHOULD KNOW
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

### Appendix 3: Parent form for withdrawal from non-statutory aspects of 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			