



Document Title	Relationships and Sex Education Policy
Revision Number:	1.0
Approved by:	Governing Board of Inspire Multi Academy Trust
Approval Date:	04 th March 2021
Review Frequency:	Annually
Review Date:	July'22

CEO of InMAT	Date: 20/04/21
---------------------	----------------

Contents

1. Aims
2. Statutory Requirements
3. Policy Scope
4. Legal and regulatory framework
5. Policy Development
6. Definition
7. Curriculum
8. Delivery of RSE
9. Roles and Responsibilities
10. Parent's right to withdraw
11. Training
12. Monitoring arrangements

Appendix 1: By the end of Primary school Pupils should know

Appendix 2: Parent Form: withdrawal from sex education within RSE

Appendix 3: Curriculum Map

1. Aims

The aims of relationships and sex education (RSE) at our academies is 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 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](#).

All InMAT Schools teach RSE as set out in this policy.

All InMAT schools teach sex education, in addition to the science curriculum, to Year 6 pupils

3. Policy Scope

This policy applies to all academies in the Trust. The policy refers to Primary Schools, please note that for our Infant Schools, they will be focusing on Reception, Year 1 and Year 2 only.

In the academies, the curriculum will provide the building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

It is the responsibility of all individuals in the Trust to familiarise themselves with this policy and comply with its provisions.

4. Legal and Regulatory Framework

This Policy takes its legal framework from the following legislation and statutory guidance:

- Relationship education, sex and relationship education and health education 2020.
- Keeping children safe in education 2020
- Behaviour and discipline in schools 2016
- Mental health and behaviour in schools 2018
- Sexual violence and sexual harassment between children in schools 2018
- The SEN Code of Practice 2015
- The Equality Act 2010

5. Policy development

Each academy will consult with parents and pupils to agree the following:

- Details of content and when each topic is taught, taking account of the age of the pupils
- Who delivers either Relationship Education or Relationship Sex Education
- How the policy has been produced and how it will be kept under review in both cases working with parents
- How delivery of the content will be made accessible to all pupils including those with SEND
- Explanation of the right to withdraw

6. 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.

7. Curriculum

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 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 3.

8. 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 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

For more information about our RSE curriculum, see Appendices 1 and 3.

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).

9. Roles and responsibilities

The Board of Trustees

The Board of Trustees 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 (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 nonstatutory/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.

Those responsible for teaching RSE in our academies are:

Name of teacher	Mrs Lorraine Simmonds
Name of teacher	Miss Tracey Ingram
Name of teacher	Mrs Danielle Kearney

Name of teacher	Miss Nicole Lambert
Name of teacher	Mrs Natalie Owen
Name of teacher	Mrs Susanne Ruff
Name of teacher	Miss Lucy Crawford (RSE Lead and Acting Deputy Headteacher)
Name of teacher	Miss Lauren Smith
Name of teacher	Mrs Samantha Waller
Name of teacher	Mrs Gemma Carley
Name of teacher	Miss Abbi Williams
Name of teacher	Mrs Natalie Jones
Name of teacher	Mr Warren Bartlett
Name of teacher	Mrs Jenny Monk
Name of teacher	Mr John Burns
Name of teacher	Miss Ruth Benjamin
Name of teacher	Mrs Tamzin Ford
Name of teacher	Mrs Jenny Davis
Name of teacher	Mrs Lucie Diedhiou
Name of teacher	Mrs Leisa Griggs
Name of teacher	Mrs Caroline Farmer (Acting Headteacher)

Pupils

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

10. 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.

If the request is agreed, alternative work will be given to pupils who are withdrawn from sex education.

11. 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 or sexual health professionals, to provide support and training to staff teaching RSE.

12. Monitoring arrangements

The delivery of RSE is monitored by the Head Teacher through:

- Individual schools monitoring arrangements.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Local Academy Committee (LAC) members should monitor the delivery and impact of RSE. Trustees will receive feedback from LACs

This policy will be reviewed by InMAT every year.

At every review, the policy will be approved by the Board of Trustees

Appendix 1: By the end of primary school pupils should know:

<p>Families and people who care about me</p>	<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>
<p>Caring friendships</p>	<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>
<p>Respectful relationships</p>	<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>
<p>Online relationships</p>	<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>
<p>Being safe</p>	<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 2: Parent form – withdrawal from sex education within RSE

To be completed by the 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	
---	--

Appendix 3: Our Curriculum Map for PSHE / SRE

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – QUESTION-BASED MODEL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	How do rules help us?	Who do we spend time with?	How can we make good friendships?	How do we show our feelings?	What are we good at?	How can I manage my feelings?
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

