



Relationships and Sex Education (RSE) Policy

Reviewed by the Community, Ethos and Mission Committee:	Month & Year
Adopted by the Governing Body:	Month & Year
Signed: Chair of Governors: Derek Kuziw	Date:
To be Reviewed:	Month & Year



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'We promise to shine together'

Let the light of your face shine upon us - Psalm 4:6

Our ambition is to serve our community by providing an excellent education, which is inclusive and distinctive within the context of Christian belief and practice, upholding our values in the daily life of the Academy and in our relationships with others.

1. AIMS

This policy supports the teaching of Relationships and Sex Education (RSE) at our Academy. RSE supports children to be safe and well informed with accurate and legal information. The aims of RSE at St. Marys' are to:

- Provide a framework in which sensitive discussions can take place.
- Prepares pupils for the opportunities, responsibilities and experiences they already face and for adult life.
- 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.
- Is taught in line with our Academy values so that children feel safe and valued.
- To empower our children to lead safe and fulfilling lives with confident and equal relationships.

RSE at St. Mary's Academy is taught in an honest, respectful and safe environment. RSE will ensure that our young people are safe, respected and understood. Trust and respect is demonstrated by all staff delivering RSE and is given by children and adults. By the time our children leave Y6 they will be able to articulate how personal and social, sex and relationships can influence their health and well-being and the importance of this on their happiness and well-being. With the skills to be able to maintain caring, respectful relationships. At St. Mary's we recognise the importance that RSE has on putting in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

2. STATUTORY REQUIREMENTS

At St. Mary's Primary Academy, we teach RSE as set out in this policy, as we must provide relationships education and health education to all pupils as per section 34 of the Children and Social work act 2017.

Within the science national curriculum, we teach elements of life cycles, genetics and inheritance. The implications of emotional wellbeing, physical well being and trusting relationships is closely interlinked with these elements of the curriculum, and we teach them through RSE. We are duty bound to provide children with a safe forum to provide relevant information and answer questions about sex and relationships. Therefore the Academy will be teaching sex education at age appropriate level.



In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

3. 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 in any way. It is to provide children with factual information, alongside understanding how to develop positive relationships that maintain their emotional and physical wellbeing.

4. 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 Academy staff were given the opportunity to look at the policy and make recommendations. Staff have received training and are offered points of contact and resources for further information.
3. Parent/stakeholder consultation – parents and any interested parties were invited to consult on the policy.
4. Pupil consultation – we investigated how pupils will learn best within RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. 5. CURRICULUM

Intended learning outcomes for RSE

Effective teaching in RSE will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and



understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary. In RSE we will teach about relationships and health, including puberty and menstruation. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Through discussion and questions raised by the children, additional content on sex education may be covered to meet the needs of their pupils.

In the Early Years Foundation Stage, RSE is encouraged through the 'Personal, Social and Emotional Development' curriculum, but it can be linked to all aspects of the curriculum. See PSHE policy for further information.

In KS1 and KS2 we follow the PSHE Association Planning for RSE which is adapted to suit the needs of individual classes. Our RSE programme is an integral part of our whole school PSHE education provision and will cover topics of; health and wellbeing, relationships, living in the wider world. Within these topics children will learn about their bodies, their feelings, reproductions, body safety and puberty. As far as possible puberty should be addressed before onset.

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 must always be appropriate to pupils' age and stage of development and is an essential part of safeguarding. Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary according to the needs of our children.

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 or elsewhere.

Our RSE programme will be taught through a range of teaching methods and interactive activities. Selected resources such as books, pictures and film clips will be used which support and promote understanding. Learning in RSE will link and compliment learning in Science, English, Beliefs and Values and other curriculum areas. Assessment in RSE will take the approach that it actively involves pupils as partners and pupils reflect on their deepening understanding of concepts, vocabulary and topics.

For more information about our curriculum, see our curriculum map in Appendix 2.

6. DELIVERY OF RSE - SAFE AND EFFECTIVE PRACTICE

We will ensure a safe learning environment by establishing clear rules and boundaries appropriate to each class age and stage. RSE will be taught in mixed gender classes. Teachers and pupils will agree ground rules by discussion and rules will be displayed and referred to consistently.

Our ground rules are adapted to suit each class and revisited during each session. Ground rules are broadly based around the following principles;

- We listen to each other.
- We do not say or do anything that would hurt another person.
- We do not use people's names within discussion.

- We signal when we want to say something.
- We may pass on a conversation / question.
- If a game involves touch, we may sit and watch before making a decision to join in.

The classroom rules are negotiated at the beginning and throughout each school year between the teacher and children.

During teaching sensitive subjects, distancing techniques are used. Distancing techniques, such as; being in a role, empathising with a character or speaking in response to the actions of others (real or imaginary) are used to allow pupils to explore their feelings about issues safely, because they are not speaking or acting as themselves.

Pupils questions will be answered by using a question "Ask it Basket" or similar question box at the end of every session. Sensitive issues will be handled by teachers being well informed, teachers will use the following strategy:

- Thank them for the question and check you have understood what they are asking and what they think the answer is.
- Give a factual, age-appropriate answer when you can.
- Buy time if necessary: explain you do not know the answer/are not sure how best to answer and that you will find out more and respond later.
- Be prepared with a response such as 'That's a really interesting question and it deserves a good answer – let me have a think about it (for a minute) / (and get back to you later).
- Staff will be able to consider whether they need to consult senior colleagues.
- If a verbal question is too personal, staff will remind pupils of the ground rules.
- If a question is too explicit, feels too 'old' for a pupil, is inappropriate for the whole-class, or raises concerns, staff will not provide more information than is appropriate to the age of the pupils.

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).

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 Appendix 1.

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).

To ensure that RSE follows safe and effective practice, RSE at St Marys:

1. Is an identifiable part of our PSHE curriculum, which has planned, timetabled lessons across all key stages
2. Is taught by staff regularly trained in RSE
3. Works in partnership with parents and carers, informing them about what their child will be learning and how they can contribute at home.
4. Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with an opportunity to develop critical thinking skills and relationship skills.
5. Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
6. Promotes safe, caring and enjoyable relationships and discusses real life issues appropriate to the age and stage of pupils including friendship, families, consent, relationship abuse, sexual exploitation, and safe relationships online.
7. Gives an honest 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 stage.
8. Gives pupils opportunities to reflect on values and influences (such as peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurture respect for different views.
9. 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.
10. Fosters gender equality and LGBT (lesbian, gay, bisexual and trans) equality and challenges and challenges all forms of discrimination in RSE lessons and in every-day school life.
11. Meets the needs of all pupils with their diverse experiences – including those with special educational needs and disabilities
12. Seeks pupils views so that RSE can be made relevant to their real lives and assessed and adapted as their needs change.

Consent

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other contact - these are the forerunners of teaching about consent. Respect for others will be taught in an age appropriate way, in terms of understanding one's own and others boundaries in play, in negotiations about space, toys, books, resources and so on.

7. ROLES AND RESPONSIBILITIES

The PSHE programme will be led by Roxanne Rutter and it will be taught by all teachers from EYFS to Year 6 and supported by all staff. A PSHE development team will be made up of staff and governors with a responsibility for nurture, mental health, physical development and health.

PSHE development team and PSHE lead will work to ensure practice and procedure is followed in accordance with this policy. Ensuring a spiral curriculum of learning in a safe and respectful environment with a range of extended PSHE opportunities.

7.1 The governing board



The Governing Body has appointed John Cox as link PSHE governor. The policy will be reviewed by the Community, Ethos and Mission Committee and recommendation made for ratification by the full Governing Body.

7.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the Academy in line with statutory guidance, and for managing requests to withdraw pupils from components of RSE.

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Ensuring they are up to date with school policy and curriculum requirements
- Modelling positive attitudes to RSE
- Monitoring progress and report back to the PSHE coordinator on any areas that they feel are not covered adequately
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory 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 components of sex education (human reproduction) within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Principal.

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

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and found on our website. Please address it 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.

9. 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 Principal will also invite visitors from outside the Academy, such as Academy nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. MONITORING AND REVIEW ARRANGEMENTS

The delivery of RSE is monitored by SLT members through planning scrutinies, learning walks, book looks and pupil voice activities. Monitoring will drive development in adapting planned learning activities.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems (Insight). Pupils will have an opportunity to review and reflect on their learning during and after lessons.

The PSHE Lead/Principal will be responsible for monitoring the implementation and effectiveness of this policy. It will be reviewed annually by the Community, Ethos and Mission Committee; or before at any time, if there is new relevant legislation or guidance.

We assess pupils' learning in RSE in line with approaches used in the rest of the curriculum (including assessment for learning).

Monitoring and evaluation

- evaluation of contributions of external partners
- feedback and evaluation by pupils
- scrutiny of assessment records sampling pupils' work and portfolios

11. ENGAGING STAKEHOLDERS

Parents will be informed about the policy through email. The policy once approved will be available on the school website. We are committed to working with parents and carers by ensuring that they are fully aware of what is being taught and provide additional resources and support through our web links. As part of our whole school approach to RSE, Parent Information sessions and opportunities for parents to view the materials and resources used will be planned yearly. We will notify parents when RSE will be taught by letter.

12. LEGISLATION AND GUIDANCE AND SAFEGUARDING

The Department of Education Statutory Guidance states that from September 2020 all schools must deliver relationships education in primary schools.

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know



what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships.

There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the DSL and in their absence the alternate DSL.

Any visitors which support the delivery of RSE will be required to follow this policy and the class teacher will remain in the room at all times as an active part of the session.

The PSHE Association gives more guidance on Handling Appropriate Lessons, Emotional Mental Well Being and Mental Health Guidance.

For further information regarding the teaching of RSE please refer to The Department for Education Statutory Guidance for Relationships Education, Relationships Sex Education (RSE) and Health Education.

Education Act (1996)

Learning and Skills Act (200)

Education and Inspection Act (2006)

Equality Act (2010)

Supplementary Guidance for SRE for the 21st Century (2014)

Keeping Children Safe in Education – Statutory Safeguarding Guidance (2016)

Children and Social Work Act (2017)

Public health data is also available via SHEU (schools Health Education Unit), <http://sheu.org.uk> and Public Health England.

There are a set of questions to help parents and carers understand what children and young people want to learn about in relation to growing up, relationships and sex from ages 3-19, organised by age, in Appendix 5. These questions may support parents if there are concerns about how RSE will be taught.

APPENDIX 1:

Relationships and sex education curriculum map

Lesson	Learning objectives We are learning:	Intended learning outcomes We can:
Year 1 and 2 My special people Links to PSHE R9	about the special people in our lives and how we care for one another	<ul style="list-style-type: none"> ● identify our own special people ● explain what makes them special to us and why they are important in our lives ● describe the different ways our special people care for us ● recognise how we can care for them in return
Year 1 and 2 We are growing: human life cycle Links to PSHE H8 H9	about how we change as we grow	<ul style="list-style-type: none"> ● recognise the main stages of the human life cycle (baby, child, adult) ● recognise that the process of growing takes time and describe what changes when people grow from young to old ● identify ways we are more independent now than when we were younger ● describe our feelings about growing and changing
Year 1 and 2 Everybody's body Links to PSHE H10 H16 R9 L8 L9	about the differences and similarities between people	<ul style="list-style-type: none"> ● describe similarities and differences between ourselves and others ● challenge simple stereotypes about boys and girls ● recognise and use the correct names for main parts of the body
Year 3 What makes a good friend? Links to PSHE R2	about friendship – why it is important and what makes a good friend	<ul style="list-style-type: none"> ● recognise the different types of friendships that are important to us (eg: family, friends, groups we belong to, neighbours) ● explain why friendship and having friends is valuable ● identify how friends show they care for and value each other ● describe what makes a good friendship and what is most important in a friendship

<p>Year 3</p> <p>Falling out with friends</p> <p>Links to PSHE R2 R12</p>	<p>how to maintain good friendships; about solving disagreements and conflict amongst themselves and their peers</p>	<ul style="list-style-type: none"> ● identify what helps maintain friendships ● describe feelings when disagreements and conflict occur ● identify what can help and not help if there are friendship problems ● demonstrate strategies for solving arguments with peers
<p>Year 4 and 5 Puberty: time to change</p> <p>Links to PSHE H8 H18 H23 R8 R13</p>	<p>about some of the physical changes experienced during puberty</p>	<ul style="list-style-type: none"> ● identify some of the physical changes that happen to bodies during puberty ● explain that puberty begins and ends at different times for different people ● use scientific vocabulary for external male and female body parts/genitalia
<p>Year 4 and 5 Puberty: menstruation and wet dreams</p> <p>Links to PSHE H8 H18 H20 R8 R13</p>	<p>about the physical changes that happen to males and females during puberty</p>	<ul style="list-style-type: none"> ● use to use scientific vocabulary for external and internal male and female body parts/genitalia ● explain what happens during menstruation (periods) ● explain what is meant by ejaculation and wet dreams
<p>Year 4 and 5 Puberty: personal hygiene</p> <p>H6 H7</p>	<p>about the importance of personal hygiene during puberty; to respond to questions about puberty</p>	<ul style="list-style-type: none"> ● explain how and why it is important to keep clean during puberty ● describe ways of managing physical change during puberty ● respond to questions and give advice to others about puberty
<p>Year 4 and 5 Puberty: emotions and feelings</p> <p>Links to PSHE H6 H7 R2</p>	<p>how and why emotions may change during puberty; about getting appropriate help, advice and support about puberty</p>	<ul style="list-style-type: none"> ● describe how emotions and relationships may change during puberty ● know where we can get the help and support we need in relation to puberty
<p>Year 6 Puberty: recap and review</p> <p>Links to PSHE H8 H18 H20</p>	<p>more about the changes that happen at puberty (recap from year 4 or 5)</p>	<ul style="list-style-type: none"> ● describe the physical and emotional changes that occur during puberty and how to manage these ● identify myths and facts about puberty, and what is important for a young person to know ● demonstrate how to begin conversations (or ask questions) about puberty with people that can help us

<p>Year 6 Puberty: change and becoming independent</p> <p>Links to PSHE H8 H18 L7</p>	<p>about managing change - new roles and responsibilities as we grow up</p>	<ul style="list-style-type: none"> describe some changes that happen as we grow up identify the range of feelings associated with change, transition to secondary school and becoming more independent describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities
<p>Year 6 Positive and healthy relationships</p> <p>R2 R4 R5 R19</p>	<p>about what constitutes a positive, healthy relationship; that relationships can change over time</p>	<ul style="list-style-type: none"> describe some changes that happen as we grow up identify the range of feelings associated with change, transition to secondary school and becoming more independent describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities
<p>Year 6 How babies are made</p> <p>H19 R2</p>	<p>about adult relationships and the human life cycle; about human reproduction (how a baby is made and how it grows)</p>	<ul style="list-style-type: none"> identify the links between love, committed relationships / marriage and conception explain what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults explain what pregnancy means, how long it lasts and where it occurs i.e.: that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female)

Links to the National Curriculum Statutory Science Curriculum.

APPENDIX 2 - National Curriculum

Lesson / Suggested year groups	National Curriculum Science - Programmes of Study	Statutory requirements:	Non-statutory notes and guidance
We are growing: human life cycle KS1: Year 1 or 2	Year 2: Animals, including humans	Pupils should be taught to notice that animals, including humans, have offspring which grow into adults	<i>They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils recognise growth; they should not be expected to understand how reproduction occurs. Growing into adults can include references to baby, toddler, child, teenager, adult.</i>
Everybody's body KS1: Year 1 or 2	Year 2: Animals, including humans	Pupils should be taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense	<i>Have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes</i>
Puberty Lessons 1-4 KS2: Year 4 or 5	Year 5: Animals, including humans	Pupils should be taught to describe the changes as humans develop to old age	<i>They should learn about the changes experienced in puberty.</i>
How babies are made KS2: Year 6	Year 6: Evolution and inheritance	Pupils should be taught that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	

APPENDIX 3 - By the end of year 6 St. Mary's Academy 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 Academy 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:
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<p>Respectful relationships</p>	<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 Academy 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
<p>Online relationships</p>	<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

<p>TOPIC:</p>	<p>PUPILS SHOULD KNOW:</p>
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<p>Being safe</p>	<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, Academy and/or other source
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APPENDIX 4:

Parent form: withdrawal from sex education within RSE



TO BE COMPLETED BY PARENTS:

Name of child:		Class:	
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Name of parent:		Date:	
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Reason for withdrawing from sex education within relationships and sex education:

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Any other information you would like the Academy to consider:

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Parent signature:	
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TO BE COMPLETED BY THE ACADEMY:

Agreed actions from discussion with parents	
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APPENDIX 5:

Age appropriate RSE [Adapted from Sex Education forum]



These are a set of questions to help parents and carers understand what children and young people want to learn about in relation to growing up, relationships and sex from ages 3-19, organised by age. These questions may support parents if there are concerns about how RSE will be taught.

3 – 6 years

At this age children are interested in the differences between boys and girls, naming body parts, where babies come from, and friends and family. What areas of the body are private and should not be touched and who they can talk to if they are worried are also important.

Questions to help you understand what children want to learn about are listed in themes below.

Relationships

- Who is in my family?
- How are other families similar or different to mine?
- What does my family do for me?
- What do I like about my friend?
- What does my friend like about me?
- What can other people do to make me feel good?
- Who do I look after?
- Why shouldn't I tease other people?

My body

- Why are girls' and boys' bodies different?
- What do we call the different parts of girls' and boys' bodies?

Life cycles

- Where do babies come from?
- How much have I changed since I was a baby?
- How are other children similar and different to me?

Keeping safe & looking after myself

- Which parts of my body are private?
- When is it OK to let someone touch me?
- How can I say 'no' if I don't want someone to touch me?
- Who should I tell if someone wants to touch my private parts?

People who help me

- Who can I ask if I need to know something?
- Who can I go to if I am worried about something?

7 – 8 years

At this age children are interested in the changing nature of friendships, the emotional and physical changes of growing up, similarities and differences between boys and girls, coping with strong emotions and how babies are made from eggs and sperm. How to look after our bodies and how to be safe and healthy are also important.

Questions to help you understand what children want to learn about are listed in themes below.

Relationships

- How have my relationships changed as I have grown up?
- Why do friendships change?
- How can I be a good friend?
- Why can it be fun to have a friend who is different to me?
- What are some of the bad ways people can behave towards one another?
- How do I know when I am being bullied?
- What do I do if I am being bullied?
- How can I make up with my friend when we have fallen out?
- Why are some parents married and some not?

My body

- How has my body changed since I was a baby?
- Why is my body changing?
- Why are some children growing quicker than others?
- Why are some girls in my class taller than the boys? How do girls and boys grow differently?
- Why are we all different? Is it ok to be different?
- What are similarities and differences between boys and girls?
- Should boys and girls behave differently?

Feelings

- What makes me feel good?
- What makes me feel bad?
- How do I know how other people are feeling?
- Why are my feelings changing as I get older?
- How do I feel about growing up and changing?
- How can I cope with strong feelings?

Life cycles

- Why does having a baby need a male and a female?
- What are eggs and sperm?
- How do different animals have babies?
- How do different animals look after their babies before and after birth?
- What happens when people get older?

Keeping safe & looking after myself

- What are good habits for looking after my growing body?
- What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable?
- When is it good or bad to keep secrets?

People who help me

- Who can I talk to if I feel anxious or unhappy?
- Where can I find information about growing up?

9 – 10 years

At this age children are interested in knowing about love and the different kinds of families, they will be curious about puberty and sexual feelings and changing body image. They will want more details about conception, how babies develop and are born and why families are important for having babies. They will be interested in knowing about how people can get diseases including HIV, from sex and how they can be prevented. They will also want to know who they can talk to if they want help or advice and information about puberty and sex.

Questions to help you understand what children want to learn about are listed in themes below.

Relationships

- What are the important relationships in my life now?
- What is love? How do we show love to one another?
- Can people of the same sex love one another? Is this ok?
- What are the different kinds of families and partnerships?
- What do the words 'lesbian' and 'gay' mean?
- Why does calling someone 'gay' count as bullying?
- What should I do if someone is being bullied or abused?
- Are boys and girls expected to behave differently in relationships? Why?
- Can some relationships be harmful?
- Why are families important for having babies and bringing them up?

My body

- What is puberty?
- Does everyone go through it? At what age?
- What body changes do boys and girls go through at puberty?
- Why are some girls 'tomboys' and some boys a bit 'girly'?
- Is my body normal? What is a 'normal' body?
- How will my body change as I get older?

Feelings and attitudes

- What kinds of feelings come with puberty?
- What are sexual feelings?
- What are wet dreams?
- What is masturbation? Is it normal?
- How can I cope with these different feelings and mood swings?
- How can I say 'no' to someone without hurting their feelings?
- What should I do if my family or friends don't see things the way I do?
- What do families from other cultures and religions think about growing up?
- Can I believe everything I see on the TV about perfect bodies/ relationship/girls and boys..to be true?

Lifecycles/ human reproduction

- What is sex?
- What is sexual intercourse?
- How many sperm does a man produce?
- How many eggs does a woman have?
- How do sperm reach the egg to make a baby?
- Does conception always occur or can it be prevented?
- How do families with same-sex parents have babies?
- How does the baby develop?
- How is the baby born?
- What does a new baby need to keep it happy and healthy?

Keeping safe & looking after myself

- How can I look after my body now I am going through puberty?
- How can girls manage periods (menstruation)?
- How can people get diseases from sex and can they be prevented?
- What is HIV, how do you get it and how can you protect yourself from it?

People who help me/getting help and advice

- Who can I talk to if I want help or advice?
- Where can I find information about puberty and sex?
- How can I find reliable information about these things safely on the internet?

11 – 13 years

At this age most young people will be entering puberty and will be interested in hormones, how they will be affected by them, the menstrual cycle, wet dreams, erections, fertility, pregnancy - how it can be avoided, and safer sex. They may also be wondering if their physical development is 'normal'. They will want to know about the difference between sexual attraction and love and whether it is normal to be attracted or in love with someone of the same gender. Young people will be asking questions about relationships, when is the right time to have sex, how to avoid pressure and where they can get more information if they need it, including the best websites, confidential services etc.

Questions to help you understand what young people want to learn about are listed in themes below.

Relationships

- What makes a relationship happy or unhappy?
- Why do relationships change during adolescence?
- How can I cope with changing relationships with my family and friends?
- Why do people get married or have a civil partnership?
- What can I do about family and friendship break-up?
- What are the qualities I should look for in a partner?
- Should everyone have a boyfriend or girlfriend at my age?
- At what age is it legal to have sex? At what age is it legal to get married/ or have a civil partnership?
- How do I know when I am ready to have sex/be intimate with my boyfriend/girlfriend?
- Do males and females have different expectations in relationships?
- What does it mean to be gay, lesbian, bisexual or transgender?
- What is the difference between transvestite and trans-sexual?
- What is acceptable touching and behaviour amongst my peers?

My body

- Am I normal? What is normal for my age? If I am a late-developer, will I catch up?
- Why do the media show so many pictures of thin/muscley/perfect celebrities? Should we all look like this?
- People say our hormones are raging during adolescence - what effect do they have on the body?
- How do hormones affect boys and girls differently?
- What is the menstrual cycle and how does it affect fertility?
- Why do boys get erections?
- What is the menopause, when does it happen in a woman's life and do men go through it too?
- What is happening to my body when I get sexually excited?
- What is an orgasm and how can I have one?
- Do males and females experience orgasm in the same way?
- What are normal bodily fluids secreted from penis and vagina?

Feelings and attitudes

- What is the difference between sexual attraction and love?
- How will I know if I am in love?
- Is it normal to be attracted or in love with someone of the same gender? Does this mean I am gay or lesbian?
- Do you have to have sex to show someone you love them?
- What should I do if I feel I am being pressured into having sex? Is everybody doing it?
- In my community being a teenage parent is acceptable- is this wrong?
- My religion says that being gay or having sex before is marriage is wrong, what should I think?

Keeping safe and looking after my sexual health

- What is safer sex?
- Should everyone who is sexually active carry condoms?
- What infections can be caught from having sex? What are the symptoms? What is the impact on your health?
- What is HIV and AIDS, how do you get it? Is it always through sex?
- How do women get pregnant and how does the baby develop?
- Does sex always lead to pregnancy? How can conception be prevented?
- Are there ways of enjoying sex that don't risk pregnancy or infection?
- What are the different methods of contraception? Are some easier to use than others?
- When should emergency contraception be used?
- Who should be responsible for contraception/safer sex in a relationship?
- If someone is on the pill, why do they have to use a condom as well?
- Does drinking alcohol or using drugs affect my decisions about behaviour?

People who can help me/Sources of help and advice

- If I think I have a sexually transmitted infection, where can I get it treated?
- If a woman gets pregnant, what choices does she have?
- What are the best websites on sex and relationships for young people?
- How can I find out about local contraception and sexual health services, and what should I expect from them?
- Can I see a nurse or doctor in private?

14 – 16 years

At this age some young people will either be sexually experimental or know friends who are. They will be interested to know what they should expect of a partner and how to talk to them. They will need more information on contraception, sexual health and how to access services. They will want to know about different types of relationships and homophobia. They may want to know about how to cope with strong feelings and how to cope with the pressures to have sex. They will start to ask questions about parenthood and may like to know how they can talk to their own parents or a trusted adult. They will also be interested in other influences on sexual decision making such as the law, different cultures and religious beliefs, pornography, the media and the effects of drugs and alcohol.

Questions to help you understand what young people want to learn about are listed in themes below.

Relationships

- What should I expect of my partner in a sexual relationship?
- What can I do to make a sexual relationship more enjoyable?
- Do people try to control or exploit one another through sexual relationships?
- How can I recognise when this might be happening and respond to it?
- What is the most effective way to resist pressure from friends or partner to do things I don't want to do?
- How can I help a friend in an abusive relationship?
- What is homophobia, what effect does it have on people and what can I do if I or a friend experiences it?

- What is most important to me in my relationships with friends, family and sexual partner?
- What are the causes of conflict in young people's relationships with friends, family and peers and how can we deal with it?
- What communication skills would help me in my relationships?
- When is the right time to become a parent?
- What responsibilities do parents have and what skills do they need?
- How can young people cope with family break-up, divorce and bereavement and who can provide support?
- What are the challenges of being a single parent? What help is available to single parents?
- What is the best way to challenge bullying and prejudice?

Feelings and attitudes

- How can I cope with strong feelings such as anger, sadness, desire and love?
- What are the biggest influences on me and my friends sexual behaviour and health?
- What do different cultures and religions believe about sex and relationships?
- How does how I feel about my body affect my self esteem and my relationship with others?
- Pornography is easy to access on the internet - does it show what real sexual relationships are like/should be like?
- Why do people stereotype gays and lesbians/ male, females and transgender/ and stigmatise people with STIs such as HIV?

Keeping safe and looking after my sexual health

- What are the different types of contraception, their advantages and disadvantages, and how can I choose between them?
- Are all methods of contraception also protection against sexually transmitted infections including HIV? What are the risks of different sexual activities?
- Should I be responsible for contraception in a relationship? Can I negotiate this with my partner or should I trust them?
- I know that alcohol and drugs may affect sexual choices and behaviour - how can I reduce the risks from this?
- How do I use a condom and does it affect sexual performance?

People who can help me/sources of help and advice

- What are my rights as a young person to information, sexual health services and confidentiality?
- What is the full range of services, help and information available to me, where can I find out about them and how can I make the most of these services?
- I'd like to talk to my parents or a trusted adult about sex and relationships - what is the best way to go about this?
- If a woman gets pregnant, what choices does she have and what influences these choices?
- What are the laws on sexual offences?

16 years and above

At this age young people are at the legal age of consent and many, but not all, will be in intimate relationships and will be interested to know about the challenges of long-term commitments and the qualities needed for successful loving relationships. They will be interested in what issues can be difficult to talk about in intimate relationships, for example sexual pleasure and contraception and how this can be addressed.

They will be interested to know more about being gay, lesbian, bisexual or transgender. Young people at this age will need more information on sexual risk, pregnancy, sexual health, fertility and infertility. They will be keen to discuss gender stereotyping, violence, exploitation, the law, and discrimination. Learning about the relationship between self esteem and body image and how to challenge negative messages from peers, the media and society is also important.

Questions to help you understand what young people want to learn about are listed in themes below.

Relationships

- What are the challenges of long-term commitments and the qualities needed for successful loving relationships?
- What issues can be difficult to talk about in intimate relationships for example sexual pleasure and contraception and how can this be addressed?
- What is the psychological and emotional impact of relationships breaking up, loss, grief and death? What help and support is available?
- How can I be assertive in communicating with others?
- How can I be a better listener?
- What is the experience like of 'coming out' about being gay, lesbian or bisexual to family and friends?
- What is the experience like of disclosing positive HIV status to a sexual partner, family and friends?
- What are some of the challenges of parenting?
- How can parents and wider families support children in their social and emotional development?
- How do I think children should be educated about sex and relationships?
- How can power in a relationship be affected by gender?

Feelings and attitudes

- What are realistic and unrealistic standards for bodily appearance?
- How can bodily appearance be changed and what is the impact of plastic surgery?
- How are bodily appearance, self-esteem and behaviour linked?
- How can I recognise depression and mental health problems linked to poor self-esteem?
- Is there such a thing as self-esteem that is too high?
- What are gender norms and attitudes to gender equality in different cultures?
- What are my personal values about gender roles and gender equality?
- What does transgender mean and how can I challenge transphobia?

Influences on behaviour

- What is the impact of culture and law in determining what is considered acceptable and unacceptable sexual behaviour in society and how has this changed over time?



- Do peer norms impact on the use of condoms and contraceptives?
- What is the impact of the media on self-esteem and expectations about our bodies, sex and relationships?
- How can negative messages from our peers, the media and society be challenged?
- Does pornography present particular values in relation to power, gender and sexual behaviour?
- What forms of pornography are illegal?
- What protection does the law offer in protecting against discrimination on the grounds of gender and sexual orientation?

Keeping safe and looking after my sexual health

- What is the difference between efficacy and effectiveness of contraceptive methods?
- What are the pregnancy, STI and HIV risks of anal and oral sex and of non-penetrative sexual activity?
- What are the dangers of erotic asphyxiation?
- How does sexual functioning and reproductive capacity vary across our lives?
- What are some of the causes and impacts of infertility and what fertility treatment options are available?
- Is it problematic to use alcohol and drugs to increase sexual confidence and reduce sexual inhibitions?
- What are some of the key signs of sexual exploitation?

People who can help me/Sources of help and advice

- Do I know how to access sexual health services in my local area including services for contraception, abortion and counselling?
- How can I stand up for the right to affordable and confidential health services?
- How can I confidently give information to peers about sexual health and services available to them?