



RELATIONSHIPS AND SEX EDUCATION POLICY

Revised: Spring 2021

Next revision: Spring 2024

DEFINITIONS

The following terms shall have the following meanings for the purposes of this document:

the School	means Clifton All Saints Academy
RSE	means Relationships and Sex Education
PSHE	means Personal, Social, Health and Economic Education
LBGT	means Lesbian, Gay, Bisexual, and Transgender.
RE	means Religious Education

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.

CURRICULUM INTENT

The School's, good relationships are fundamental to its ethos and its success in being a happy, caring and safe school. Relationships and Sex Education is lifelong learning about relationships, emotions, looking after ourselves, different families, sex, sexuality and sexual health. The School aims for the children in the School to acquire the appropriate knowledge, develop their skills and form positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people

"To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support."

Relationships Education, Relationships and Sex Education (RSE) and Health Education - Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers 2020.

AIMS

The aims of Relationships and Sex Education at the 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.

Children are given the opportunity to share their thoughts, feelings and questions in a secure and inclusive environment where they will not be judged nor ridiculed. The School endeavours to prepare them as they grow older.

STATUTORY REQUIREMENTS

As a primary academy school, the School must provide relationships education to all pupils as per section 34 of the [Children and Social work Act 2017](#).

The School does not have to follow the National Curriculum but it is 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, the School is required by its funding agreements to have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#). The School teaches RSE as set out in this policy.

POLICY DOCUMENT

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- **Review** – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
- **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations.
- **Parent/stakeholder consultation** – parents and any interested parties were invited to attend a meeting about the policy.
- **Pupil consultation** – the School investigated what exactly pupils want from their RSE.
- **Ratification** – once amendments were made, the policy was shared with governors and ratified.

CURRICULUM IMPLEMENTATION

The School's curriculum is set out in the School overview but the School may need to adapt it as and when necessary. The School has developed the curriculum in consultation with 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 the curriculum, see the School's curriculum overview.

RSE is taught within the PSHE education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in RE. The School aims to provide a gradual, age appropriate, RSE programme emphasising the social and emotional aspects of relationships.

Education about relationships for 4 to 7 year olds will focus on the building of self-esteem and confidence by encouraging learners to:

- Respect, value and care for themselves and others.
- Value, recognise and communicate their feelings.
- Form friendships and relationships.

- Respect boundaries – their own and other peoples.
- Developing a healthy lifestyle.

RSE will teach 7-9 year olds to understand:

- The range of their own and others' feelings and emotions.
- The importance of personal safety and what to do or to whom to go when feeling unsafe.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and social media.

RSE will teach 9-11 year olds to understand:

- The menstruation process.
- Changes from childhood to adulthood.
- The physical and emotional changes that they may experience.
- That conception can happen at the point of intercourse.
- How a baby develops.
- Name the internal parts of the reproductive system.

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).

The School's RSE teaching and learning is set within a context that is consistent with the School's Christian ethos and values:

- It is based on inclusive Christian principles and values emphasising respect, compassion, loving care and forgiveness.
- It is taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- It reflects that sex is a gift from God: a human longing for an intimate union.
- It is sensitive to the circumstances of all children and is mindful of the expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage.
- Issues regarding human sexuality should be addressed sensitively.
- The exploration of reproduction and sexual behaviour within the science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief.

ROLES AND RESPONSIBILITIES

The Governing Body

The Governing Body 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.

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. Class Teachers are responsible for the delivery of RSE PSHE/RSE Subject leader and Key Stage 2 teacher – Emma Lines.

Pupils

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

PARENTS' RIGHT TO WITHDRAW

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 2 of this policy and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

TRAINING

Staff are trained on the delivery of RSE as part of their induction and it is included in the School's continuing professional development calendar. The 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.

MONITORING ARRANGEMENTS

The delivery of RSE is monitored by the PSHE and RSE subject leader through:

- Annual learning walks
- Work scrutinies,
- Assessment and progress data,
- Planning scrutinies;
- Pupil voice and discussions with staff.

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

This policy will be reviewed by the PSHE and RSE subject leader every 3 years. At every review, the policy will be approved by the Governing Body.

IMPACT

The impact of the School's curriculum offer will be that the standards of attainment across the School will meet or exceed those which are expected of the children nationally. The School continuously assess the implementation and impact of its RSE curriculum in order to achieve the highest outcomes possible across all year groups and ensure the School provides the support that is necessary for all children to have a good understanding of the complexities of relationships and sexual matters and a secure knowledge and skills base to navigate their way through these, now and in the future. Through the RSE curriculum, the School believes it can enhance children's education and help them to become confident individuals who have positive body awareness, an in-depth knowledge of how to keep themselves safe and healthy and who will, through respect, tolerance and understanding, forge and maintain positive relationships with a diverse range of family and friendship groups.

The curriculum overview can be found [here](#).

APPENDIX 2: PARENT FORM: WITHDRAWAL FROM SEX EDUCATION WITHIN 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			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions following discussion with parents	
Date	Signed