



## RELATIONSHIPS AND SEX EDUCATION POLICY

### DEFINITIONS

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

|                   |   |
|-------------------|---|
| <b>the School</b> | means Clifton All Saints Academy                      |
| <b>RSE</b>        | means Relationships and Sex Education                 |
| <b>PSHE</b>       | means Personal, Social, Health and Economic Education |
| <b>LBGT</b>       | means Lesbian, Gay, Bisexual, and Transgender.        |
| <b>RE</b>         | 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, 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.
- Teach pupils about human reproduction

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 school academy, 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 Trustees 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.
- External parts of the reproductive system
- Changes to the male and female body as it grows.

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.
- Recall the names of the external parts of the reproductive system.
- 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

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 Trustee Board***

The Trustee 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.

### ***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. Staff can seek support for teaching RSE from the PSHE/RSE Subject leader and Key Stage 2 teacher.

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 Alternative work will be given to pupils who are withdrawn from sex education.

## **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.

## **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.

## **POLICY REVIEW**

This policy will be reviewed by the PSHE and RSE subject leader every 3 years. The Trustee Board of the School is responsible for ensuring review of this policy and for reporting back to the Local Authority if required.

**Signed Headteacher:**  
**(Becky Byrne)**



**Signed Chair of Trustees:**  
**(Milton Guffogg)**



**Date Policy agreed: Summer Term 2024**

**Committee: Full Trustee Board**

**Review Date: Summer Term 2027**

**APPENDIX 1: 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 for discussion with parents |        |
| Date                                       | Signed |