



CORBY PRIMARY ACADEMY

Relationships and Sex Education Policy

| REVIEW PROCESS | |
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Contents

1. Aims
2. Definitions
3. Relationships Education Delivery
4. Roles and Responsibilities
5. Monitoring and Evaluation
6. Parents
7. Statutory Requirements
8. Equal opportunities
9. Safeguarding and confidentiality
10. Approval and Review

Appendices

Appendix 1 - Relationships and Health Education – Statutory Learning Objectives DfE 2019

Appendix 2 – Cambridgeshire Primary Personal Development Programme - Curriculum Overview

1. Aims

We believe, in accordance with the statutory guidance, that ‘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.’ *Department for Education February 2019.*

The aim of our Relationships Education Policy is to give our pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just in relationships with other people but with their own body too. We teach about all relationships within the protected characteristics (see below).

Relationships Education enables pupils to know what a healthy relationship looks like, what makes a good friend, a good colleague or any form of committed relationship. It also teaches what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental health, wellbeing and empower pupils to identify when relationships are not right and understand how such situations can be successfully managed.

2. Definitions

RSE teaches children and young people how to be safe and healthy. It teaches them how to manage their academic, personal and social lives in a positive way. RSE involves a combination of sharing information, exploring issues and values. RSE is not about the promotion of sexual activity or lifestyles.

Relationships Education: the focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. 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).

Health Education: the focus is on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

Sex Education: the focus is on teaching children the facts about puberty (preparing boys and girls for the changes that adolescence brings) and reproduction (how a baby is conceived and born).

3. Relationships Education Delivery

At Corby Primary Academy, Relationship Education will be taught alongside our PSHE sessions following the Cambridgeshire Personal Development Plan Framework.

See Appendix 1 for coverage of Relationships and Health Education from DfE Guidance
See Appendix 2 for objectives from the Cambridgeshire Personal Development Plan Framework

Delivery

- Relationships Education 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 the computing and physical education (PE) curriculum.
- Children in Year 5 and 6 receive a standalone curriculum session which focuses on menstruation which is delivered by the school nurse.

- Children in Year 6 receive standalone curriculum sessions which focus on sexual education which are delivered by the class teachers.
- Relationship 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 Preparing boys and girls for the changes that adolescence brings How a baby is conceived and born
- For more information about our RSE curriculum, see Appendices 1 and 2.
- 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).

4. Roles and Responsibilities

The Trust

The Trust has a set of activities that will monitor the quality and effectiveness of the RSE policy and curriculum in each academy. The Curriculum Assurance Board will be key to the monitoring of this policy and will develop additional support or guidance to academies if required.

The Academy

The Principal is responsible for ensuring that RSE is taught consistently across the academy, and for managing requests to withdraw pupils from non- statutory/non-science components of Sex Education. The Principal is responsible for ensuring policy and practice are adhered to and that all information is made accessible to all parents and carers.

- The nominated lead for PSHE is responsible for development of the curriculum and monitoring of the curriculum across the academy.
- It will be taught by teachers in each year group.
- Teachers will receive RSE training as appropriate.

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 Sex Education

Pupils

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

5. Monitoring and Evaluation

The delivery of RSE is monitored in academies by senior leaders through:

- a. Planning scrutinies. lesson visits, children and staff surveys
- b. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

The implementation of this policy is monitored by the Trust through:

- c. Assurance activities to ensure statutory arrangements are in place in each academy
- d. Assurance activities to ensure the academy policies are being implemented and the RSE curriculum in each academy is of sufficient quality
- e. This policy will be reviewed by the Curriculum Assurance Board annually and the Board will lead the development of any amendments to the policy.

6. Parents

At Corby Primary Academy, we aim at all times to work closely with our parents and ensure that children receive education that will support their personal development and future wellbeing.

It is important to note that there is **no right to withdraw** from **Relationships Education** or **Health Education** in the overall curriculum, nor is there any right to withdraw from sex education that is part of the Science National Curriculum. This is because the topics covered, such as respect, safety and friendships are important to enable children to grow up into healthy adults who can make informed decisions.

Parents do have the right to withdraw their child from sex education that is delivered outside of the National Curriculum for Science and Relationships and Health Education

If a parent wishes to withdraw their child from lessons identified as sex education, which are delivered outside the national curriculum, then they should contact the Headteacher. This will allow them to talk through concerns and to ask any questions. It will also allow the school to explain the curriculum and the benefits that their child will gain from taking part in the lessons.

7. Statutory Requirements

Corby Primary Academy follows the revised Department for Education statutory guidance that states from September 2020, all primary schools must deliver Relationships Education and Health Education. In addition, we support the DfE's recommendations that all primary school children should be taught a Sex Education programme that is appropriate to the age and maturity of its pupils.

Documents that inform the academy RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Locally Agreed RE Syllabus in line with SACRE Guidelines
- Supplementary Guidance SRE for the 21st Century
- Keeping Children Safe in Education – Statutory safeguarding guidance
- As an academy we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act (2017)

8. Equal opportunities

Lessons are a supportive and empowering space for talking openly and freely about the diversity of personal and social relationships. Prejudiced views will be challenged, and inclusion promoted. Any bullying that relates to any of the protected characteristics will be dealt with swiftly and seriously. Procedures regarding this are outlined in our **Behaviour and Anti-Bullying Policies**

9. Safeguarding and confidentiality

We hope to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality is provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's **Child Protection and Safeguarding Procedure** will be followed.

10. Approval and Review

This policy will be reviewed annually.

APPENDIX 1

Relationships and Health Education – Statutory Learning Objectives DfE 2019

Relationships Education (primary)

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| Families and people who care for me | Pupils should know <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 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• 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 | Pupils should know: <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. |
| Respectful relationships | Pupils should know: |

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| | <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 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. • 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. |
| Online relationships | <p>Pupils should know:</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. |
| Being safe | <p>Pupils should know:</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. |

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| | <ul style="list-style-type: none"> • 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, school and/or other sources. |
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Physical Health and Mental Wellbeing Education

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| Mental Wellbeing | <p>Pupils should know:</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved with the right support |
| Internet safety and harms | <p>Pupils should know:</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of |

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| | <p>positive and negative content online on their own and others' mental and physical wellbeing.</p> <ul style="list-style-type: none"> • how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. |
| Physical health and fitness | <p>Pupils should know:</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. |
| Healthy eating | <p>Pupils should know:</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). |
| Drugs, alcohol and tobacco | <p>Pupils should know:</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| Health and prevention | <p>Pupils should know:</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. |

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| | <ul style="list-style-type: none"> • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. • the facts and science relating to immunisation and vaccination |
| Basic first aid | <p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. |
| Changing adolescent body | <p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. |

