



STEP Academy Trust

Relationship Education and Relationships & Sex Education Policy

Policy agreed
July 2020

Review
July 2022

Introduction

The STEP Academy Trust Board of Trustees has agreed this policy and, as such, it applies to all academies within the trust.

Rationale

At STEP Academy Trust, we believe that all children should receive an education that supports their development into mature, knowledgeable citizens who are ready to engage in productive relationships of all kinds in society. Relationships Education, Relationships and Sex Education, and Health Education are all important parts of this education. To be read in conjunction with the following policies: PSHE; Science

Aims

The aims of this policy 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, respect for others, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Explain the nature of human reproduction using age appropriate language

Ethos

STEP Academy Trust is committed to improving the life chances of all children. Where we have the capacity to make a difference we are morally bound to do so. This is our mission. We believe that giving pupils the knowledge to engage in positive, respectful relationships, understand different kinds of relationship and learn about the human body and puberty in an age appropriate way will improve the life chances of the children that we teach, as well as others that they interact with in their lives. Schools, along with parents, carers and the wider community, play a crucial role in providing this knowledge, and preparing children for life in 21st Century Britain.

Statutory Requirements

As a multi-academy trust, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

In all STEP academies, we teach RSE as set out in this policy, supplemented by individual academy addenda.

Addendum Development

This policy provides a framework within which our academies will work. Leaders across our academies will identify the STEP Way appropriate for their setting, and this will be outlined in an academy-specific addendum at the end of this policy.

Academies must develop their SRE policy in consultation with parents and should also consult staff and pupils. A typical consultation and policy development process may involve the following steps:

1. **Review** – this would involve a member of staff or working group collating all relevant information including relevant national and local guidance, as well as this policy.
2. **Staff consultation** – this would involve all school staff being given the opportunity to look at the draft addendum and make recommendations.
3. **Parent/stakeholder consultation** – this would involve parents and any interested parties being invited to share their thoughts about the draft addendum.
4. **Pupil consultation** – this would involve investigating what exactly pupils want from their RSE.
5. **Ratification** – once amendments were made, this would involve the addendum being shared with the relevant academy committee and ratified.

Definitions

RSE focusses on teaching about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

Government guidance outlines three strand covered within this policy:

1. Relationships Education
2. Relationships and Sex Education (henceforth called Sex Education)

3. Health Education

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. All primary schools must teach Relationships Education and Health Education (1 & 3 above). Primary schools may choose to teach Sex Education. Individual academies will make this decision as part of the consultation process described above. Each of the three strands of RSE is defined below.

Relationships Education focusses 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. This includes teaching about respect, positive emotional wellbeing, healthy relationships and types of family.

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).

Sex Education, where it is taught, focusses on teaching elements of sexual reproduction in humans **beyond the statutory elements of the Science Curriculum**. Academies that teach Sex Education must include details of what will be taught in their addendum.

Health Education focusses on teaching the characteristics of good physical health and mental wellbeing.

Roles and Responsibilities

Trustees

The board of trustees will approve this policy and hold the executive team to account for its implementation.

Executive Team

The executive team will hold headteachers to account for this policy's implementation.

Academy Committees

Academy Committees will approve their academy's addendum to this policy and monitor its implementation via the headteacher.

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from any 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.

Pupils

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

Parents & Carers

Parents are expected to support the school's teaching of RSE, and supplement this by educating their own children around the SRE.

Parents & Carers' Right to Withdraw

Parents do not have the right to withdraw their children from Relationships Education, or from the statutory elements of the Science Curriculum:

In Year 2, children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs.

In Year 5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

Parents do have the right to withdraw their children from Sex Education within RSE if academies choose to teach it. Requests for withdrawal should be put in writing using the form found in Appendix 5 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

Policy Review

This policy will be reviewed by the Board of Trustees biennially.

Appendix 1

Angel Oak will use lesson plans and resources from the Christopher Winter Project to deliver SRE from Reception to Year 6. This scheme of work covers all elements of the statutory curriculum (see Appendices 2-4), as well as additional sex education content.

Below is an overview of learning outcomes for each year group. Sex education outcomes are highlighted.

Reception

Lesson	Learning Outcome
Caring Friendships	Know that friendships can make us feel happy Know some ways that we can make new friends feel welcome
Being Kind	Know that arguing with friends and then making up can make friendships stronger That resorting to violence is never right
Families	Identify different members of the family Understand how members of a family can help each other

Year 1

Lesson	Learning Outcome
Different Friends	Know that we can be friends with people who are different to us
Growing and Changing	Understand that babies need care and support Know that older children can do more by themselves
Families and Care	Know there are different types of families Know which people we can ask for help

Year 2

Lesson	Learning Outcome
Differences	Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies
Male and Female Animals	Describe some differences between male and female animals Understand that making a new life needs a male and a female
Naming Body Parts	Describe the physical differences between males and females Name the different body parts

Year 3

Lesson	Learning Outcome
Body Differences	Know and respect the body differences between ourselves and others Name male and female body parts using agreed words
Personal Space	Understand that each person's body belongs to them Understand personal space and unwanted touch
Help and Support	Understand that all families are different and have different family members Identify who to go to for help and support

Year 4

Lesson	Learning Outcome
Changes	Understand that puberty is an important stage in the human lifecycle
What is Puberty?	Know some changes that happen during puberty Know about the physical and emotional changes that happen in puberty Understand that children change into adults to be able to reproduce if they choose to
Healthy Relationships	Know that respect is important in all relationships including online Explain how friendships can make people feel unhappy or uncomfortable.

Year 5

Lesson	Learning Outcome
Talking About Puberty	Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence
The Reproduction System	Understand how puberty affects the reproductive organs Describe what happens during menstruation and sperm production
Puberty Help and Support	Explain how to keep clean during puberty Explain how emotions/relationships change during puberty Know how to get help and support during puberty
Respect and Equality	Explain the importance of respecting others, even when they are very different to us Know that we can all take positive steps to support equality

Year 6

Lesson	Learning Outcome
Puberty and Reproduction	Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence
Communication in Relationships	Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important
Families, Conception and Pregnancy	Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy
Online Relationships	To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong

Appendix 2

What pupils should know by the end of Primary School: Relationships Education

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 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	<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
Respectful relationships	<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	<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	<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, school and/or other sources

Appendix 3

What pupils should know by the end of Primary School: Sex Education

Please note that the following bullet points come from the National Curriculum for Science and are therefore statutory. Parents cannot opt out of their pupils learning the following topics, only any elements of sex education *additional to what is covered below*.

Topic	Pupils should know
Year 2 Animals, including humans	<ul style="list-style-type: none">• that animals, including humans, have offspring which grow into adults <p>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 to recognise growth; they should not be expected to understand how reproduction occurs.</p>
Year 5 Living things and their habitats	<ul style="list-style-type: none">• how to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird• how to describe the life process of reproduction in some plants and animals. <p>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p>

Appendix 4

What pupils should know by the end of Primary School: Health Education

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<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 if the right support is made available, especially if accessed early enough.
Internet safety and harms	<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 positive and negative content online on their own and others' mental and physical wellbeing.• how to consider the effect of their online actions on others and know how 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.

TOPIC	PUPILS SHOULD KNOW
Physical health and fitness	<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	<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	<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	<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. • 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 handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<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	<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.

Appendix 5

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			
<p style="text-align: center; font-size: 48px; opacity: 0.3; transform: rotate(-30deg);">DRAFT</p>			
Parent signature			

To be completed by the school	
Agreed actions from discussion with parents	