



HEARTS ACADEMY TRUST

# Relationships and sex education policy (from 2020)

The Wickford Church of England School



**Approved by:** Trustees

**Date:** November 2022

**Last reviewed on:** November 2022

**Next review due by:** November 2025

HEARTS Academy Trust is committed to providing a happy, caring and safe learning environment for all within a values led context, where everyone feels valued and grows in confidence and independence.

We promote **HAPPINESS** through a creative, exciting and practical curriculum, which generates a love of, and interest in, learning and a resilience and hope which supports us through challenging times.

Great value is placed on pupils' self **ESTEEM** which is developed through a positive and motivated attitude to learning, a healthy lifestyle, good social skills, self-discipline and a positive self-image.

We promote the highest standards of **ACHIEVEMENT** in all areas of the curriculum and help all pupils to fulfil their potential regardless of gender, race or ability.

We foster **RESPECT and RESPONSIBILITY** for all by establishing good relations between the school, home and community. Pupils are taught respect for themselves, others and the environment. They are also taught to take full responsibility for their own choices and responsibility for themselves and their community.

We encourage **TRUTH** and honesty in all aspects of school life – relationships, work and the curriculum and learn to trust and accept others' individuality and uniqueness.

We develop **SPIRITUALITY and SERVICE** so that calm, quiet, reflective times which support deep thought are part of school life and beauty is appreciated. We promote a service culture that reflects our duty to support and show compassion to all members of the community and not just ourselves.



*Children at the HEART*

	<b>Contents</b>	<b>Page</b>
1	Aims	3
2	Statutory requirements	4
3	Policy development	4
4	Definition	4
5	Curriculum	4
6	Delivery of RSE	5
7	Roles and responsibilities	6
8	Parents' right to withdraw	7
9	Training	7
10	Monitoring arrangements	7
	Appendix 1: Progression map	8
	Appendix 2: Curriculum map	11
	Appendix 3: By the end of primary school pupils should know	12

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## 1. Aims

The aims of relationships and sex education (RSE) at our 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

HEARTS Trust is committed to providing a happy, caring and safe learning environment for all where everyone feels valued and grows in confidence and independence. We want young people to flourish and to gain every opportunity to live fulfilled lives.

Relationships and sex education (RSE) in our school plays an important contribution to this and, as with all our curriculum, it is underpinned by our values. We aim to build children's self-esteem through developing a positive self-image and helping children to understand the value of making and maintaining healthy, caring relationships. Our RSE curriculum emphasises the importance of respect for all and supports children in taking responsibility for their own wellbeing and health.

## 2. Statutory requirements

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

As a Trust, we offer all pupils a broad and balanced curriculum that is similar to the National Curriculum. We therefore include all the elements of sex education within the unit 'Living things and their habitats 'as part of our Science Curriculum and as laid out in the Programmes of Study, 2013.

In teaching RSE, we are required by our funding agreements to have regard to <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education> issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At The Wickford Church of England School we teach RSE as set out in this policy.

## 3. Policy development

This policy was developed with the following stakeholders

Trustees

Local advisory boards

Staff

Parents

Pupils

PSHE association

## 4. Definition

RSE is about the emotional, social and cultural development of pupils as appropriate for their age, 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.

## 5. Curriculum

Through a curriculum driven by HEARTS values we aim to ensure that all pupils are taught the knowledge and life skills they will need to stay safe and develop healthy, loving and supportive relationships, particularly with the challenges of growing up in the online world.

Our curriculum is set out as per Appendix 1 (Progression Map) but we may need to adapt it as and when necessary.

For more information about our curriculum, see Appendix 2 (Curriculum map).

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. Staff will try to answer children's questions as honestly and openly as possible, taking into account the child's age and level of understanding.

Questions that pupils ask may relate to:

- › changes during puberty
- › Same sex relationships
- › Online activity, sexting and sexual exploitation

This is not an exhaustive list.

Sometimes it may be appropriate to defer answering a question asked in class until later, in which case the response could be ‘That’s a hard question – give me a little while to think about it and I’ll come back to you’. Sometimes it may be appropriate to make parents aware of a question that has been asked so that they can take up the issue at home if they wish.

**Primary** sex education will focus on:

- › Preparing boys and girls for the changes that adolescence brings
- › How a baby is conceived and born.

## 6. Delivery of RSE

***We want our children to know how to be safe and healthy, to be aware of the risks around them and to know how to manage their academic, personal and social lives responsibly.***

Our PSHE and Relationships Education is divided into 3 main subject strands: **Physical Health and Mental Wellbeing, Living in the Wider World** and **Relationships**. We teach all content in an age and developmentally appropriate way and regularly use story books, scenarios and drama to support our pupils in learning about events and situations which they may not have experienced before. We plan adaptable lessons to meet the needs of our wide range of pupils and have a flexible approach to respond to situations that can occur day to day. The statutory content in **Relationships Education** is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need to be safe and healthy. Alongside teaching explicit PSHE and Relationships Education lessons, we also support our children’s personal development throughout our values-led curriculum and daily school life. This includes making use of assemblies, circle time and awareness days and weeks (such as Anti Bullying, mental health week and wellbeing day). Charities such as the NSPCC are utilised to support our curriculum and visitors from organisations are invited in to talk to pupils. This allows us to raise our children’s awareness of how charities can support and help themselves and others in times of need.

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).

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).

As a church of England School we are committed to an education that enables people to live life in all its fullness and fulfils the words of Jesus in John 10:10: “I came that they might have life, and have it abundantly.”

We remember the words of The Most Revd and Rt Hon Justin Welby:

***“Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value.”***

Valuing all God’s children 2019

## **Equalities**

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. We have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. We always challenge homophobic behaviour for example using the word ‘gay’ in a derogatory way.

We teach our children that everyone has different families and explain how families should care for one another. The children are introduced to the word ‘diversity’ and how families are different but every family is special and loved. The children are encouraged to engage with different images of families reflecting upon what is different but how every family is special and caring. It is our aim to represent different families and that some children have a mum and a dad as their parents; some children have just a mum or a dad; some children have two mums and some have two dads and some have carers or guardians. That will mean that younger children can develop their knowledge and understanding of relationships in an inclusive way, including the fact that people come from many different types of families.

## **7. Roles and responsibilities**

### **7.1 The Trustees**

The trustees will approve the RSE policy, and hold the Executive team and heads of school to account for its implementation.

### **7.2 The head of school**

The head of school 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 (see section 8).

### **7.3 All 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 head of school

**Names/roles of those responsible for teaching RSE in your school.**

**All class teachers, supported by all support staff.**

## **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.

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## **9. Training**

Staff are trained on the delivery of RSE as part of their ongoing professional development and it is included in our continuing professional development calendar.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the head of school/ PSHE lead through:

Lesson dips, monitoring of pupils' work, discussions with pupils, discussions with parents, ongoing training, monitoring of planning and curriculum reviews.

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

This policy will be reviewed by the school and trust every 3 years. At every review, the policy will be approved by the board of trustees.

## Appendix 1: Progression Map

PSHE Curriculum	EYFS	KS1
<b>Listening &amp; Expressing Views</b>	<p>With support begin to express own ideas</p> <p>Listens and responds to ideas and opinions shared by others.</p>	<p>Share views and opinions in a small group listening to the ideas of other group members and begin to share within whole-class setting</p> <p>Listen to other people and play and work cooperatively. (including strategies to resolve simple arguments through negotiation) <i>From RSE –Caring Friendships</i></p> <p>Learn about the conventions of courtesy and manners* <i>From Respectful Relationships (N) - Implicit within many learning opportunities in the programme of study</i></p>

<b>Physical Health and Mental Wellbeing</b>		
<b>Mental wellbeing</b>	<p>Confident to speak to others about own needs, wants and opinions.</p> <p>Can describe self in positive terms and talk about abilities.</p>	<p>Communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>Learn about people who look after them, their family networks, who to go to if they are worried and how to attract attention</p>
<b>Internet Safety and Harms</b>	<p>Practices some appropriate safety measures.</p>	<p>Online Relationships V-. Identify strategies of keeping safe online- CCL links with Computing lessons and schools individual E-safety rules.</p> <p>Know rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety.</p>
<b>Physical Health and fitness</b>	<p>Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p>Make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p>
<b>Healthy Eating</b>	<p>Eats a healthy range of foodstuffs and understands the need for variety in food.</p>	<p>Know what constitutes to a healthy diet, including the benefits or physical activity, rest, healthy eating and dental hygiene.</p> <p>Learn to make simple choices that improve their health and well-being e.g. healthy eating</p>
<b>Drugs, Alcohol and Tobacco</b>		<p>Understand that household products, including medicines, can be harmful if not used properly. Recognise that some substances can help or harm the body</p> <p>Learn about the importance of medicine safety</p>
<b>Health and Prevention</b>	<p>Manage own basic hygiene and personal needs successfully, including dressing and going to the toilet.</p>	<p>Know what constitutes to a healthy diet, including the benefits or physical activity, rest, healthy eating and dental hygiene. Know the importance of, and how to, maintain personal hygiene.</p>



	Know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe.	Know how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.
<b>Basic First Aid</b>	Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.	Learn about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.  Be aware of the school rules about health and safety, basic emergency aid procedures where and how to get help

<b>Living in the Wider World</b>		
	<p>Play co-operatively, taking turns with others.</p> <p>Show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p> <p>Talk about how they and others show feelings, talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable. Work as part of a class or group and understand and follow the rules.</p>	<p>Understand the why we have rules / expectations</p> <p>Know that everyone has a responsibility to consider the needs of others</p> <p>Understand that people and other living things have needs and that they have responsibilities to meet them</p> <p>Understand that they belong to various groups and communities</p> <p>Begin to understand the role of money in our society</p>

<b>Relationships Education – Statutory Content</b>		
	<b>EYFS</b>	<b>KS1</b>
<b>Families and people who care for me</b>	<b>40-60</b> Confident to speak to others about own needs etc.	<p>C. Identify and respect the differences and similarities between people including families</p> <p>A. Identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>Understand that they belong to different groups and communities such as family and school.</p> <p>B. The people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>F Recognise what it fair and unfair, kind and unkind, what is right and wrong.</p>
<b>Caring Friendships</b>	<p><b>40-60</b> Understands that own actions affect other people.</p> <p><b>ELG</b> Children talk about how they and others show feelings, talk about their own and other's behaviour, and its consequences, and know that some behaviour is unacceptable.</p>	<p>Learn about different types of teasing and bullying, to understand that these are wrong and unacceptable.</p> <p>K. Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p> <p>J. Identify their special and trusted people (e.g. family, friends, carers), what makes them special and how special people should care for one another</p>

		<p>J. Recognise what is fair and unfair, kind and unkind, what is right and wrong and how to judge when a friendship is making them unhappy or uncomfortable</p> <p>People's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p>
<b>Respectful Relationships</b>	<p><b>40-60</b> Understands that own actions affect other people.</p> <p><b>ELG</b> Children talk about how they and others show feelings, talk about their own and other's behaviour, and its consequences, and know that some behaviour is unacceptable.</p>	<p>People and other living things have rights and that everyone has responsibilities to protect those (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>Recognise different types of teasing and bullying, to understand that that these are wrong and unacceptable. Knows strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> <p>L. Identify and respect the differences and similarities between people</p> <p>P. That in school and in the 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</p>
<b>Online Relationships</b>  CLL – Computing	<p><b>40-60</b> Confident to speak to others about own needs etc.</p> <p><b>ELG</b> Say when they do or don't need help</p>	<p>V. Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety</p> <p>Recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes' 'no' 'I'll ask' and 'I'll tell'</p> <p>What is meant by privacy: their right to keep things private; the importance of respecting others privacy</p> <p>Being Safe (Z) Understands the difference between secrets and surprises (that everyone will find out about it eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p>
<b>Being Safe</b>	<p>Know the PANTS rule – NSPCC</p> <p><b>40-60</b> Confident to speak to others about own needs etc.</p> <p><b>ELG</b> Children are confident to speak in a familiar group.</p>	<p>AA. Begin to learn about what kind of physical contact is acceptable</p> <p>Know the PANTS rule – NSPCC</p> <p>comfortable, unacceptable and uncomfortable and how to respond.</p> <p>BB. How to stay safe around adults that they do not know including strangers online</p> <p>CC/DD Know and identify people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>DD. Communicate their feelings to others.</p> <p>Identify good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p>

Appendix 2: Curriculum Map

<b><u>HEARTS Curriculum Long Term Planning KS1</u></b>		
Year	Term	PSHE
Year A	Autumn Term	Living in the wider world : Rules Health and wellbeing: Keeping safe Relationships : Family and Friendships
Year A	Spring Term	Relationships : Behaviour and Bullying Health and Wellbeing: Changing and Growing E-safety
Year A	Summer Term	Health and Wellbeing : Healthy Lifestyles Hygiene Living in the Wider world : Money
Year B	Autumn Term	Living in the Wider World : Rules Health and Wellbeing : Emotions Health and Wellbeing : Hygiene
Year B	Spring Term	Health and Wellbeing: Keeping Safe Relationships: Fairness E-safety
Year B	Summer Term	Relationships: Communication Living in the Wider World : Communities

### Appendix 3: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>