

Foxyards Academy

Relationships and Sex Education policy



Policy to be in effect from: 1st September 2023

Policy to be reviewed: 1st July 2024

Introduction

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. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities, and experiences of adult life.

(Relationships Education guidance advice for Head Teachers, staff and governing bodies. 2019, DFE)

Rationale

Effective RHSE is essential if young people are to make responsible and well-informed decisions about their lives through their physical, emotional and moral development. It will help them move with confidence from childhood to adolescence and eventually into adulthood. If they are to develop good relationships, then they need to understand themselves – their feelings, motivations, beliefs and values - and to realise that other individuals are equally as complex as themselves and deserve respect. RHSE, within our PSHE curriculum, will help pupils to develop the skills and understanding they need to live confident, healthy and independent lives through its three main elements: 1. Attitudes and values 2. Personal and social skills 3. Knowledge and understanding.

Definition of RSE

We define RSE (within PSHE) as being part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It aims to give pupils essential skills for building positive, enjoyable, respectful and non-exploitive relationships and to stay safe on and offline. It enables exploration of attitudes and values, helps build self-esteem and confidence to view their sexuality positively. Relationship and Sex Education is not just learning about growing up, changes and reproduction.

It is also about enabling children to make and maintain relationships with others, to understand about human sexuality and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

1. Knowledge and Understanding including; emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed

2. Personal and Social Skills including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others,

respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on line

3. Attitudes and Values including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage and civil partnerships, respect for rights and responsibilities in relationships, understanding that exploitation and violence in relationships is unacceptable, acceptance of difference and diversity, promoting gender equality.

RSE and PSHCE Curriculum

By the time our children leave Foxyards Academy, they will have been taught about the following:

- Families and people who care for us, in its many different forms
- Caring friendships
- Respectful relationships including online relationships
- Being safe in all aspects of life, virtual and physical.
- Mental well-being
- Physical health and fitness including puberty and the life cycle of humans

The children will learn about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas such as the main external body parts, the human body as it grows from birth to old age and reproduction in some plants and animals including humans. These lessons are part of the compulsory education on offer at Foxyards Academy and children cannot be withdrawn from these lessons. Foxyards Academy will ensure that the children are prepared for the changes that adolescence brings and drawing on the knowledge of the human life cycle set out in the national curriculum for science, how a baby is conceived and born.

Online safety is vital in today's society with more children being exposed to social media and having frequent access to technology. Ensuring that we provide a curriculum which allows children to understand the importance of keeping safe online, is vital. This will include areas such as the importance of keeping passwords safe, the sharing of information to others and the use of online gaming platforms.

Relationships Education will form part of science, P.E., Computing, lessons as well as lessons designed to cover specific elements of the Relationships Education curriculum. Suitable texts will be made available within the school library and classrooms to support this curriculum and time will be made available to cover components which may occur through children's free time such as friendships and how to deal with loyalty, trust, tolerance, negotiation, cooperation, respect, kindness and communication.

In the teaching of Relationships education Foxyards Academy will ensure that the needs of the pupils are appropriately met and comply with the relevant provisions of the Equality Act 2010. All teaching will be dealt with sensitively and respectfully with age-appropriate content and responses. Children's questions which go beyond Relationships Education, and fall under the category of Sex Education, will be dealt with sensitively and appropriately depending on the age and maturity of the child. Visitors will be welcomed into school to support the teaching of Relationships Education including the school nurse and the local police officers.

Foxyards Academy									
PSHE/ RSE Long-Term Plan for progression - 9wks KS2/ 8wks KS1									
	Autumn			Spring			Summer		
	Respecting ourselves & others	Families & friendships	Safe relationships	Belonging to a community	Media literacy & digital resilience	Money & work	Physical health & mental wellbeing	Growing & changing	Keeping Safe
EYFS Nursery	Safer Sleeping and Careful Cuddles I love my car seat (link with Road Safety week: Nov 2022)			Be Careful What You Put in Your Mouth It Smells Good but is it Safe?			I love my car seat Safer Sleeping and Careful Cuddles		
EYFS Reception (Dog, Duck and Cat Resource)	That does not make you look more grown up	Caring for Cat What Makes a Real Friend?	Teach Your Child How to Cross the Road Safely (Nov 2022)	NSPCC Pants Little Paws Cousin Dog or Wild Dog?	Weasel's Friends	The Caretaker's Cupboard	Burn and Scold Prevention Tips	Sweets, Treats, Medicines and Tablets. Keeping people safe	Staying Safe on Holiday with Dog, Duck and Cat Duck's Fish
KS1 – Cycle A	How behaviour affects others; being polite and respectful	Roles of different people; families ; feeling cared for	Recognising privacy ; staying safe; seeking permission	What rules are ; caring for others' needs; looking after the environment	Using the internet and digital devices ; communicating online	Strengths and interests; jobs in the community	Keeping healthy ; food and exercise, hygiene routines ; sun safety	Recognising what makes them unique and special; feelings ; managing when things go wrong	How rules and age restrictions help us ; keeping safe online
KS1 – Cycle B	Recognising things in common and differences; playing and working cooperatively ; sharing opinions	Making friends ; feeling lonely and getting help	Managing secrets ; resisting pressure and getting help ; recognising hurtful behaviour	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is ; needs and wants ; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older ; naming body parts; moving class or year	Safety in different environments; risk and safety at home ; emergencies
LKS2 – Cycle A	Recognising respectful behaviour ; the importance of self-respect; courtesy and being polite	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used ; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits ; what affects feelings; expressing feelings	Personal strengths and achievements ; managing and re-framing setbacks	Risks and hazards ; safety in the local environment and unfamiliar places
LKS2 – Cycle B	Respecting differences and similarities; discussing difference sensitively	Positive friendships, including online	Responding to hurtful behaviour ; managing confidentiality; recognising risks online	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines ; support with puberty	Medicines and household products ; drugs common to everyday life
UKS2 – Cycle A	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Managing friendships and peer influence	Physical contact and feeling safe	Protecting the environment; compassion towards others	How information online is targeted ; different media types, their role and impact	Identifying job interests and aspirations ; what influences career choices ; workplace stereotypes	Healthy sleep habits; sun safety ; medicines, vaccinations, injuries and allergies	Personal identity ; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM

Meeting the needs of all children

Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods at Foxyards Academy take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. We consider what is appropriate and inappropriate in a whole-class setting. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility for all.

Managing Difficult Conversations

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education.

Questions do not have to be answered directly; and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in these situations. They may refer it to the Safeguarding Lead, who may also seek advice from the school nurse, Pastoral Manager or RSE adviser. Some issues may be referred to parents, who will be consulted on this. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

At the beginning of each lesson, the teacher will create an agreement with the class. The children will understand that their classroom is a safe environment for them to be open, honest and to ask any questions they might have. This is to prevent children seeking information in inappropriate places and, in turn, gaining more misconceptions. All staff will be given training on how to deliver effective RHSE lessons and will use their knowledge and understanding of the children, our curriculum; and statutory guidelines to answer questions and facilitate discussions in an appropriate manner.

Contraception and HIV/AIDS **do not** form of the SRE curriculum, but when specific questions are raised answers will be given as appropriate.

Confidentiality, safeguarding and child protection

Although RSE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too. If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the school's Safeguarding Policy. If a pupil discloses to a teacher that they are sexually active, are considering sexual activity, or has access to inappropriate sexual content, then this would be viewed as a child protection issue.

Working with Parents/Carers and Child Withdrawal Procedures

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We do our best to find out about any religious or cultural views which may affect the RSE curriculum and will try to balance parental views with our commitment to comprehensive RSE and equality. We will take every opportunity to inform and involve parents and carers by:

- Making the policy available on the school's website
- Making available a paper copy of the policy for any parent and carer that would like one.
- Discussing individual concerns and helping parents and carers support the needs of their children.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE but not Relationships Education, Health Education or those elements that are in the National Curriculum for Science.

Procedures for Monitoring and Evaluation

The RSE policy and programme is evaluated in line with:

- Monitoring by the subject leads and SLT where appropriate
- Science monitoring by the co-ordinators for the subject
- E-safety monitoring by the leader
- Staff responses
- Lifestyles Survey Data
- Parental consultation
- Pupils' responses
- Updates to e-safety and safeguarding legislation