

# *Eaton Bray Academy*

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## ***RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY***

***V5.0***

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## **Relationships and Sex Education Policy**

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## AMENDMENT HISTORY

Issue	Author	Date	Description
V0.1(Draft)	SH	04/01/2005	Initial draft
V0.2	SH	21/01/2005	Draft changes
V1.0	SH	25/01/2006	Final draft
V2.0	SH	01/04/2011	Updated for Academy
V3.0	SH	15/01/2019	Updated
V4.0	SR	20/02/2020	Updated
V5.0	SR/LM	21/06/2021	Updated



## INTRODUCTION

At Eaton Bray Academy we believe that our Personal Social and Health Education curriculum reflects PSHE as providing:

- *The skills to become healthy, independent and responsible members of society*
- *The knowledge and understanding of how they are developing personally and socially, including the moral, social and cultural issues that are part of growing up*
- *Positive attitudes about rights and responsibilities*
- *Collaborative and co-operative skills, working as part of a diverse population*

Through PSHE we encourage children to become independent, confident, healthy and responsible members of society, as well as developing the 'whole child' intellectually, morally, socially and spiritually.

We believe that PSHE contributes to our school's values and beliefs and enables pupils to keep children and young people safe, physically and emotionally healthy and prepared for life and work.

To do this pupils will experience, as they go through the school, a sequenced programme of learning so that they are equipped with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.



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## 1 AIMS

RSE at Eaton Bray Academy will follow the objectives set out within the DfE Guidance For Relationships and Sex Education (RSE) and Health Education (Statutory from September 2020) and will be supported through the use of the 'Connect PSHE' online Scheme of Work, found at: <https://www.connect-pshe.org/>

RSE is linked to other lifestyle issues such as alcohol and drugs, and seen as an integral element of a holistic approach to young people's personal and social development. Sex Education is not compulsory for Primary aged children, instead 'Relationships Education' is the main focus.

RSE contributes to our schools ethos of providing a strong foundation for pupils' futures, in all aspects of their life. It also ensures that we foster a happy, safe and inclusive environment for all members of our school community.

In our school approach we aim through implicit and explicit learning experiences to:

- Foster self-esteem and respect for others
- Focus on all aspects of a child's life, including their mental and physical health
- Foster happiness through mutual care, respect and communication
- Nurture a partnership between caring adults – Governors, teachers, ancillary staff and parents - to ensure sensitive support for young people as they grow and mature
- Encourage young people to enjoy a range of relationships based upon mutual trust and respect, free from any abuse
- Generate an atmosphere where questions and discussion can take place freely
- Promote the spiritual, moral, cultural. Mental, physical and social development of pupils at the school and of society
- Prepare pupils for the opportunities, responsibilities and experiences of life
- Ensure that Sex and Relationships Education is integrated into the curriculum and not isolated, taken out of context or over emphasised in any way

The school will work towards this aim in partnership with its young people and parents. This reflects our school commitment to work with all members of the school community and develop strong connections with families.

The aim of the RSE policy is to clarify the content and the manner in which RSE is delivered in this school.

## 2 RATIONALE

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and



non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively.

Governing boards have wider responsibilities under the Equalities Act 2010 and should ensure that their school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children. Schools should always respect how pupils choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be 'emerging'. This means that relationships and sex education must be sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes.

In light of the Ofsted report "Review of sexual abuse in schools and colleges" (10 June 2021) the importance of teaching RSE is highlighted further, with a well-planned curriculum essential. This will help to reduce the issues identified in the report. This will also include clear guidance about who to talk to and will develop a culture of trust. The school will keep a register of any concerns and this will be addressed in line with our behaviour policy. The school has a no tolerance policy with regards to any sexual abuse by any member of the school community and has a culture of all issues being addressed.

**RSE is not about the promotion of sexual activity.**

### **3 TEACHING AND LEARNING**

Within the taught and broader curriculum, including whole school opportunities i.e. the whole school environment, pupils will be given frequent and regular opportunities to work on feelings and to practise personal and interpersonal skills.

We value and respect the learning that occurs in the community and in the home, believing that these, alongside school links, are essential dimensions of Relationships and Sex Education. It is important to involve, whenever possible, and certainly to inform parents.

There is no right to withdraw children from Relationship Education at primary level. Parents should also be aware that schools are legally required to provide a broad and balanced curriculum.

When non-statutory elements of the RSE curriculum are taught, parents have a right to withdraw their child. Parents will be informed of the content to be taught prior to the lesson (in writing). Parents will then be required to inform the school prior to the day of teaching and alternative arrangements will be provided. When non-statutory elements are taught this will be shared with families so that parents are aware what has been discussed.

Discussion of relationships and sex topics can arise incidentally in other subjects, and it is not usually possible to withdraw pupils from these relatively limited and often unplanned discussions.



RSE has three main elements:

**1. Attitudes and values**

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage and stable and loving relationships for the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision making

**2. Personal and social skills**

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- Learning how to recognise and avoid exploitation and abuse

**3. Knowledge and understanding**

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships
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Please see appendix one which states how key skills and knowledge progress throughout the school curriculum.

## **4 PRINCIPLES OF TEACHING AND LEARNING**

RSE is organised through PSHE lessons, Science and other curriculum subjects. All learning objectives for RSE are covered within the PSHE scheme of work, Connect PSHE.

Children will be taught in their normal class group by staff who know the children.

In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results
- setting tasks of increasing difficulty where not all children complete all tasks
- grouping children by ability and setting different tasks when needed
- using additional adults to support the work of individual children or small groups.



## 5 CONFIDENTIALITY AND ADVICE

Teachers are aware that effective Relationships and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member involved will inform the Head Teacher /Designated Safeguarding Lead in line with the procedures for Child Protection. A member of staff cannot promise confidentiality if concerns exist.

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework may facilitate the use of an anonymous question box as a distancing technique, for example. Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

## 6 RELATIONSHIPS

Within the context of talking about relationships, children should be taught about a wide range of relationships and different family arrangements, and emphasising the positive qualities of family life in all its variety of forms. They must be taught to recognise the need for commitment, trust and love in meaningful relationships.

## 7 SPECIAL EDUCATIONAL NEEDS

Our school has children with a wide range of special needs including, at time of writing, Autistic Spectrum Disorders with a range of severity, and Speech and Language disorders which impact on communication to varying degrees. These children have the right to access the curriculum as fully others in a way which is appropriate to their development and needs. Young people with special educational needs will be given help to develop skills as part of a whole school inclusive programme. Where relevant they will be given additional support to reduce the risks of being abused and exploited and to learn what sorts of behaviour are and are not acceptable. Work may be planned in different ways in order to meet the individual needs of young people with special educational needs.

## 8 MONITORING AND EVALUATION

Monitoring is the responsibility of the Head Teacher, named governor and teacher with responsibility for Relationships and Sex Education. It will be monitored through a range of activities including lesson observations and pupil conversations.

Staff are supported in the teaching of RSE by the PSHE co-ordinator, and are also provided with resources and a scheme of work to guide their teaching. Refer to the website: <https://www.connect-pshe.org/>



## **9 CONSULTATION**

This policy will be reviewed every 2 years or more often if needed. Upon renewal parents will be consulted and the policy will be distributed for comments. Approval will be agreed by the governing body.

## **10 LINKS TO OTHER POLICIES**

This policy should be read in conjunction with our other policies including:

- Child protection policy
- Anti-Bullying Policy
- Teaching and Learning Policy
- Behaviour Policy
- Science Policy



## 11 APPENDIX ONE – SKILLS AND KNOWLEDGE COVERED IN EACH KEY STAGE

Statements in *italics* are non-statutory and parents may request to remove their children from these elements.

	End of KS1	End of KS2
Families and people who care for me	<ul style="list-style-type: none"> <li>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>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>	<ul style="list-style-type: none"> <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> </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>characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</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>	<ul style="list-style-type: none"> <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> </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,</li> </ul>	<ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful</li> </ul>



	<p>in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <ul style="list-style-type: none"> <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>• 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> </ul>	<p>relationships</p> <ul style="list-style-type: none"> <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>
Online relationships	<ul style="list-style-type: none"> <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> </ul>	<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</li> </ul>	<ul style="list-style-type: none"> <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 ask for advice or help for themselves or others, and to keep</li> </ul>



	<p>children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <ul style="list-style-type: none"><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>• where to get advice e.g. family, school and/or other sources</li></ul>	<p>trying until they are heard</p> <ul style="list-style-type: none"><li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li></ul>
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<p>Internet safety and harms</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits</li> <li>• 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</li> <li>• 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</li> <li>• why social media, some computer games and online gaming, for example, are age restricted</li> <li>• 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</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<p>Changing adolescent body</p>	<ul style="list-style-type: none"> <li>• As part of the <b>science</b> curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults</li> </ul>	<p>As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards, this includes:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• Alongside this, children in Year 4 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on</li> </ul>



		<p>this subject which also focus on emotional changes and menstruation in Year 4. These lessons form part of the statutory requirements for Health Education.</p> <ul style="list-style-type: none"><li>• As part of the <b>science</b> curriculum in Year 5, children describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals</li></ul>
Sex Education		<p><i>The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. Parents may withdraw their children from this.</i></p> <p><i>In Year 6 children are taught:</i></p> <ul style="list-style-type: none"><li>○ <i>that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother</i></li><li>○ <i>that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means</i></li><li>○ <i>how a baby develops in the womb and how babies are born</i></li></ul>