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**ST ALBANS**  
MULTI-ACADEMY TRUST

# Relationships and Sex Education Policy

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<b>Author/Responsible Person</b>	ASHT
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<b>Person responsible</b>	D Mitra

**Thomas Whitehead CE Academy is committed to safeguarding and promoting the welfare of our children and young people and expects all staff, volunteers and visitors to the school to share this commitment.**

## **Our Vision**

*Thomas Whitehead CE Academy is a Church of England School and in common with all church schools, aims to provide the best possible education for each of its pupils within the context of a caring, Christian community; helping all of our pupils to flourish in God's love, grace and wisdom so that they will become wise, hopeful, aspirational and live well together with dignity and respect.*

**"I can do all things through Christ who strengthens me". Phillipians 4:13**

### **What is relationships and sex education (RSE)?**

Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science and others are taught as part of PSHE. A comprehensive programme of RSE provides accurate age appropriate information about the body, reproduction, sex and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Effective RSE is essential if young people are to make responsible and well informed choices. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain healthy relationships. It also enables pupils to make responsible and informed decisions about their health and well-being.

### **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

### **Morals and Values Framework**

The RSE programme will reflect the values of our academy alongside the values of the PHSE and Citizenship program which is taught through the Jigsaw Programme. RSE will be taught in the context of relationships as well as promoting self-esteem and emotional health and wellbeing. Which demonstrates and encourages the following:

- Self-respect
- Respect for others
- Responsibility for own actions
- Consideration for family, friends, academy and wider community

### **Equal Opportunities**

The academy is committed to the provision of RSE to all of our pupils. Our program aims to respond to the diversity of our pupil's cultures, faith and family backgrounds.

This will be achieved by:

- Providing a trusting and safe atmosphere where questions can be asked and answered appropriately, without embarrassment
- Making RSE part of our PHSE programme
- Setting working agreements with pupils to ensure a safe environment
- Providing information which is easily understood, relevant and appropriate to the age and maturity of the pupils
- RSE programme will be delivered by adults which are confident and trained in the area of topic

## **The teaching programme for Relationship and Sex Education**

### **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](#), parents do not have the right to withdraw their child/children.

**All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.**

### **Science**

#### **Early Years Foundation Stage**

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

#### **National Curriculum Science**

##### **Key Stage 1**

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

They also learn about personal safety.

##### **Key Stage 1 Science Objectives**

- that animals including humans, move, feed, grow, and use their senses and reproduce.
- to recognise and compare the main external parts of the bodies of humans and reproduce.
- that humans and animals can reproduce offspring and these grow into adults.
- to recognise similarities and differences between themselves and others and treat others with sensitivity.

##### **Key Stage 2**

In Science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in Years 5 & 6.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

### Key Stage 2 Science Objectives

- that the life processes common to humans and other animals include nutrition, growth and reproduction.
- about the main stages of the human life cycle.

Relationship and Sex Education should focus on the development of skills and attitudes not just the acquisition of knowledge.

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

Such a programme can successfully follow the outline given below;

This content has been agreed in consultation with governors, parents and teaching staff.

### **The organisation of Relationship and Sex Education**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional, for example puberty and body changes.

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

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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).

Relationship and Sex education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

Resources to teach Relationship and Sex education are taken from the Jigsaw Programme and may also include fiction, reference books, leaflets and extracts from videos.

Our Relationship and Sex education is monitored and evaluated by the SLT as part of the academy's development plan. As a result, of this process changes will be made to the Relationship and Sex education programmes as appropriate.

## Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Thomas Whitehead Academy we allocate 1 hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes.

## Specific Issues

### Parental consultation

The school includes information on Relationship and Sex education and full details are available on request.

The school informs parents when aspects of the Relationship and Sex programme are taught and provides opportunities for parents to view the resources being used.

Parents do not have the right to withdraw their child from any Relationship lessons, or National Curriculum Science lessons.

### **Safeguarding / Confidentiality**

Teachers are aware that effective Relationship 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 person in line with the LA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

### **Links with other policies**

This policy is linked with the following policies:

- PSHE & Citizenship
- Equal Opportunities
- Safeguarding
- Confidentiality
- Positive Behaviour Policy
- Anti Bullying

These policies can be found in the policy file, on staff drive and on the academy website.

### **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

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.

### **Children with special educational needs**

Teaching and resources will be differentiated as appropriate to address the needs of all children in order for them to have full access to the content of Relationship and Sex education.

### **Monitoring and Evaluation**

Monitoring is the responsibility of the head teacher, Governing Body and teacher with responsibility for Relationship and Sex education.

The academy will assess the effectiveness of the aims, content and methods in promoting pupils' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

RSE issues will be included in the induction programme for all new members of staff.