



Langford Village Academy & Gravenhurst Academy

Relationships and Sex Education Policy 2021

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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
- › Improve their knowledge and understanding of the British Values and what these mean.

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](#).

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](#).

At LVA we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

5. Curriculum

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

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.

6. Delivery of RSE

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).

Relationships 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

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)

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the Principal to account for its implementation. The governing board will hold the Principal to account for the implementation of this policy.

7.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 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 components of RSE

Teachers 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 Principal.

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.

9. Training

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

The Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Kirsty Burley through:

Learning walks

Lesson observations

Book scrutinyPupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by Kirsty Burley annually. At every review, the policy will be approved by Mrs Randall and then ratified by Governors.

Year 1	Summer 1 Summer 2	<p><u>Keeping myself safe:</u></p> <p>Who can help?</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>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.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>Harold loses Geoffrey</p> <p>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.</p> <p>Good touches or bad touches</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>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.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Where to get advice e.g. family, school and/or other sources.</p> <p><u>Growing and changing</u></p> <p>Taking care of a baby</p> <p>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.</p> <p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>Then and now</p> <p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>Secrets and surprises</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>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.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>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.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Where to get advice e.g. family, school and/or other sources.</p> <p>Privates are private</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>	<p>Resources:</p> <p>SCARF LESSON PLANS</p> <p>Gingerbread man feelings activity sheet</p> <p>Harold loses Geoffrey story</p> <p>NSPCC – the underwear rule</p> <p>What do babies need activity sheet</p> <p>Then and now activity sheet</p> <p>Secrets and Surprises activity story and activity sheet</p> <p>Needing the toilet activity sheet.</p>
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Year 2	Summer 1 Summer 2	<p><u>Keeping myself safe</u></p> <p>How safe would you feel? What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>What would Harold Say? What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>I don't like that The importance of permission-seeking and giving in relationships with friends, peers and adults. 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. 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.</p> <p>Fun or not What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>Should I tell? 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. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>Some Secrets should never be kept 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. 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.</p> <p><u>Growing and changing</u></p> <p>Haven't you grown! Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>My body your body 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. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>Respecting privacy 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.</p>	<p>Resources:</p> <p>How safe would you feel activity sheet.</p> <p>What would Harold say story/yes, no, I will, I'll tell activity sheet.</p> <p>Fun or not teacher resource</p> <p>Should I tell secrets and surprises activity sheet.</p> <p>Haven't you grown activity sheet.</p> <p>My body your body activity sheet.</p>

Year 3	Summer 1 Summer 2	<p><u>Keeping Myself Safe</u></p> <p>None of your business</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults. 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. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 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 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. 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. Where and how to report concerns and get support with issues online.</p> <p>Raisin Challenge (1)</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>Help or Harm?</p> <p>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). The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p><u>Growing and Changing</u></p> <p>Relationship Tree</p> <p>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. 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. 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.</p> <p>Body Space</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>Secret or Surprise?</p> <p>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.</p> <p>My Changing Body</p> <p>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.</p>	<p>Resources:</p> <p>CEOP film clip – Kim and Lee Assessing risks Activity sheet Help or harm activity Venn diagram Pants poster activity sheet Harold's Day of Surprises story Safe secret or unsafe secret activity sheet Feelings cards Female internal reproductive organs activity sheet Menstrual cycle activity sheet Puberty Glossary</p>
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Year 4	Summer 1 Summer 2	<p><u>Keeping myself Safe</u></p> <p>Keeping ourselves safe</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>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.</p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>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.</p> <p>Raisin Challenge (2)</p> <p>How information and data is shared and used online.</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>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.</p> <p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p><u>Growing and Changing</u></p> <p>All Change</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>Period positive</p> <p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle.</p> <p>Secret or Surprise</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>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.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>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.</p> <p>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.</p> <p>Together</p> <p>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.</p> <p>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.</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p>	<p>Resources:</p> <p>Keeping ourselves safe scenario cards activity</p> <p>Keeping ourselves safe activity sheet</p> <p>Body outlines activity sheet</p> <p>Animal cards ordering activity sheet</p> <p>Puberty glossary of cards</p> <p>Period quiz activity sheet</p> <p>Period quiz answer sheet</p> <p>Secrets chart</p> <p>Safe secret or unsafe secret activity sheet</p> <p>Harold's day of surprises story sheet</p> <p>Together activity sheet</p>
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Appendix 2: 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"> • 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

Approved by:

Debbie Randall

Date: November 2021

Last reviewed on:

Next review due by: