



Battle Primary Academy  
Empowering Opportunity

Name of Policy	Draft Relationship & Sex Education Policy
Scope of Policy	All students
Approved by	Principal
Date of Approval	September 2020
Review period	Two Year
Review Date	September 2022

GROWING STRONGER TOGETHER



**THAMES LEARNING  
TRUST**

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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 ›
- Promote understanding and respect in our school community

## 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 Battle Primary Academy 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 or working group 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, 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

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). For more information about the coverage of our RSE curriculum, see Appendices 1 and 2.

### 6.1 Relationships Education

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).

### 6.2 Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools *'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'*

However, *'Sex Education is not compulsory in primary schools'*. (p. 23)

At Battle Primary Academy, we believe children should understand the facts about human reproduction before they leave primary school. We also respect the views of parents and want them to make an informed choice about when their child learns aspects of this.

We define Sex Education as an understanding of how a baby is conceived and born. We intend to teach this in PSHE as outlined below.

### 6.3 Parents' right to withdraw

At Battle Primary Academy, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. parts of the Jigsaw Changing Me Puzzle (unit) e.g.

- Year 4, Lesson 2 (Having a baby)
- Year 5, Lesson 4 (Conception)
- Year 6, Lesson 4 (Conception, birth)

The school will inform parents of this right by letter a minimum of 4 weeks before the unit is scheduled to be taught. Staff will also invite parents in advance to a parent workshop to discuss the content and delivery of the planned sessions. **We strongly encourage parents who are considering the option of withdrawing their child from this part of the curriculum to attend the workshop and to discuss their concerns with staff.**

Our aim is for all children to be taught this important aspect of the curriculum in an informed way and with the support of parents.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

For further information about parents' right to request their child be excused from Sex Education, please contact: Amy Donnelly (Deputy Headteacher).

## 7. Roles and responsibilities

### 7.1 The trustee board

The trustee board will approve the RSE policy, and hold the headteacher to account for its implementation.

The trustee board will hold the headteacher to account for the implementation of this policy.

The trustee board has delegated the approval of this policy to the Headteacher.

### 7.2 The headteacher

The headteacher 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

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 headteacher.

All staff have a responsibility to teach RSE across the curriculum in accordance with the curriculum map outlined in appendix 1.

At Battle Primary Acadmey we allocate designated time 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, including:

- Assemblies and collective worship
- Classroom Charters
- External visitors, e.g. – school nurse

We aim to 'live' what is learnt and apply it to everyday situations in the school community.

## **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. 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 headteacher 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.

## **9. Monitoring arrangements**

The delivery of RSE is monitored by PSHE Lead teacher through: planning and work scrutiny, learning walks and discussion with staff.

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

This policy will be reviewed by the Deputy Headteacher annually. At every review, the policy will be approved by the Headteacher and shared with the board of trustees.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

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#### What do we teach when and who teaches it? A Whole-school approach

We follow the Jigsaw scheme which ensures thorough coverage and an age appropriate progression.

The scheme 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

Further detailed information, including what is covered by each year group, can be found in the embedded document below:



UK-3-11-and-Statutory-Relationships-and-  
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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"> <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>

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			

Any other information you would like the school to consider	
Parent signature	

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<p style="background-color: yellow;">Include notes from discussions with parents and agreed actions taken.</p> <p style="background-color: yellow;">Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>

## Appendix 4 - Parent Guide - What does the school teach about LGBTQ relationships?

We follow advice and best practice outlined below in the Jigsaw leaflet to parents. Hard copies of this can be obtained from the school office.



Jigsaw-LGBT-Parent-L  
eaflet-A4.pdf