



# **Relationships and Sex Education Policy**

**Written and Approved June 2021**

**Last reviewed and updated September 24**

**Next review due by September 2025**



**ASPIRE ACADEMY BEXLEY**

*Working together and celebrating every success!*

## Aspire Academy Relationships and Sex Education Policy

### 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

As part of our commitment to the social and emotional development of our pupils and our commitment to wellbeing and safeguarding our relationships curriculum is underpinned by our school values

### 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 Aspire Academy we teach RSE as set out in this policy.

### Policy Development

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

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

## Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, 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.

## 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, children and staff, taking into account the age, needs and feelings of pupils.

Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2 we ensure that both boys and girls know how their bodies will change during puberty, what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online. Children will be encouraged to discuss any unanswered questions at home with parents/carers.

## 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).

At Aspire the RSE Statutory framework is primarily delivered through the PSHE Curriculum. Personal, social, health and economic education and development is a key part of our curriculum. At Aspire we use the Twinkl Life PSHE scheme for guidance and planning. This has been reviewed and updated to incorporate the statutory requirements for relationships and health education. Resources may be drawn from a range of sources to ensure the content is relevant and specifically tailored to the age, needs and development of our pupils.

As well as through explicit teaching of PSHE, elements of this learning are reinforced through the teaching of Science, PE, and Computing and delivered in discreet lessons, workshops and theme days. These elements are also woven through our school values and embedded into our everyday teaching practice and interactions which are aligned with the values and moral purpose of the school and Trust.

Relationships education at Aspire Academy 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).

For more information about our RSE curriculum

## **Roles and Responsibilities**

### **7.1 The governing board**

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

### **7.2 The head of school**

The head of school is responsible for ensuring that RSE is taught consistently across the school.

### **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

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 head of school.

At Aspire the RSE Curriculum will be delivered to students via the class teaching team, this includes both teachers and support staff, however, the class teacher is responsible for ensuring that the lessons are appropriately planned and resourced.

### **7.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

### **7.5 Parents**

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with parents of children at our school through mutual understanding, trust and cooperation.

In promoting this objective, we:

- Inform parents about the school content and practice regarding Relationship education via letters and emails and by publishing the policy on the school website.
- Offer parents the opportunity to respond and give feedback about the education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for teaching about relationships and preparation for adolescence in the school.

## **8. Parents' right to withdraw**

Government guidance is clear, parents do not have the right to withdraw their children from relationships education as it is deemed a statutory part of a child's learning and development.

Aspire Academy does not provide any sex education that is in addition to that covered in the National Curriculum for Science which stipulates that all primary pupils should learn about the changes experienced in puberty.

## **9. Training**

Staff are trained on the delivery of RSE 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.

## **10. Monitoring arrangements**



The delivery of RSE is monitored by Julie Arkwright, (Co-Headteacher, DSL) and pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Julie Arkwright (Co-Headteacher, DSL). At every review, the policy will be approved by the Headteacher, and Governors/Trust Board.



## Relationships

Theme	KS1	LKS2	UKS2
<b>All children should be able to:</b>			
 <p><b>TEAM</b></p>	<ul style="list-style-type: none"> <li>talk about the different teams they belong to;</li> <li>describe how we can listen to others;</li> <li>list some ways we can show kindness to others;</li> <li>provide examples of friendly joking, teasing and bullying behaviours;</li> <li>identify helpful and not-so-helpful thoughts;</li> <li>talk about different choices we can make within our team.</li> </ul>	<ul style="list-style-type: none"> <li>talk about changes people may go through and what feelings or emotions these changes may bring;</li> <li>list some helpful behaviours that support teamwork;</li> <li>understand how different behaviours affect the whole team;</li> <li>talk about different emotions our teammates may experience;</li> <li>discuss ways we can resolve disputes within a team;</li> <li>talk about how fulfilling our responsibilities benefits our team.</li> </ul>	<ul style="list-style-type: none"> <li>talk about qualities and attributes of teams they identify as successful;</li> <li>talk about the importance of respectful communication;</li> <li>explain what it means to compromise and collaborate;</li> <li>describe ways we can care for people in our team;</li> <li>list examples of unkind behaviour and talk about what we can do to help;</li> <li>talk about different responsibilities we have to help the team function well.</li> </ul>
 <p><b>VIPs</b></p>	<ul style="list-style-type: none"> <li>explain who the special people in their lives are;</li> <li>talk about the importance of families;</li> <li>describe what makes someone a good friend;</li> <li>know how to resolve an argument in a positive way;</li> <li>know the skills involved in successful cooperation;</li> <li>identify a way to show others that they care.</li> </ul>	<ul style="list-style-type: none"> <li>talk about ways we can show respect to our VIPs both online and offline;</li> <li>talk about different ways to make new friends;</li> <li>talk about ways we can tell whether a relationship is healthy or unhealthy;</li> <li>describe positive resolutions we can use to solve a dispute in a friendship;</li> <li>list different forms of bullying and suggest effects of these;</li> <li>identify people and organisations who can offer support if we or someone we know is being bullied.</li> </ul>	<ul style="list-style-type: none"> <li>share ideas for ways we can care for our VIPs;</li> <li>identify some aspects of healthy and unhealthy relationships;</li> <li>discuss a range of calming techniques with support;</li> <li>discuss ways to handle a disagreement with support;</li> <li>explain ways to resist pressure with support;</li> <li>identify which secrets are OK to keep and which need to be shared with support;</li> <li>list factors that might show a relationship is unhealthy.</li> </ul>

## Relationships

 <p><b>Be Yourself</b></p>	<ul style="list-style-type: none"> <li>identify their own special traits and qualities;</li> <li>identify and name common feelings;</li> <li>select times and situations that make them feel happy;</li> <li>talk about what makes them feel unhappy or cross;</li> <li>explain how change and loss make them feel;</li> <li>understand the importance of sharing their thoughts and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>list some of their achievements and say why they are proud of them;</li> <li>identify facial expressions associated with different feelings;</li> <li>describe some strategies that they could use to help them cope with uncomfortable feelings;</li> <li>suggest assertive solutions to scenarios;</li> <li>explain that the messages they receive from the media about how they should look, think and behave are not always realistic;</li> <li>suggest ways to make things right after a mistake has been made;</li> <li>explain that mistakes help them to learn and grow.</li> </ul>	<ul style="list-style-type: none"> <li>discuss scenarios where children are torn between 'fitting in' and being true to themselves;</li> <li>explain how to communicate their feelings in different situations;</li> <li>discuss different ways to manage uncomfortable feelings;</li> <li>discuss which situations would make people fight or flee and why;</li> <li>create resolutions to different tricky situations;</li> <li>identify the feelings involved in making a mistake and understand how to make amends.</li> </ul>
 <p><b>Digital Wellbeing</b></p>	<ul style="list-style-type: none"> <li>identify ways we use the Internet;</li> <li>talk about different activities they like to do both online and offline;</li> <li>discuss some of the risks that are present when we go online;</li> <li>explain how to get help if anything online frightens them;</li> <li>give examples of personal information and understand that we keep it private;</li> <li>talk about ways people communicate online and explain what to do if something they see worries them;</li> <li>understand that not everything we see on the Internet is true.</li> </ul>	<ul style="list-style-type: none"> <li>identify some positives and negatives of the Internet;</li> <li>explain what to do if they experience or see bullying online;</li> <li>explain ways to communicate safely online and identify ways to get support if they do not feel safe;</li> <li>assess the reliability of online information;</li> <li>explain what personal information includes;</li> <li>know why we shouldn't share passwords and private information;</li> <li>explain why we have rules and restrictions around the technology we use.</li> </ul>	<ul style="list-style-type: none"> <li>identify the benefits and risks of the Internet;</li> <li>understand it is important to look after their digital wellbeing;</li> <li>recognise the signs of inappropriate and harmful online relationships;</li> <li>identify the benefits and risks of social media;</li> <li>understand that online bullying is wrong and what to do to get help to make it stop;</li> <li>explain that not all online information is true.</li> </ul>

## Health and Wellbeing

Theme	KS1	LKS2	UKS2
<b>All children should be able to:</b>			
 <p><b>Safety First</b></p>	<ul style="list-style-type: none"> <li>Identify some everyday dangers;</li> <li>Understand some basic rules that help keep people safe;</li> <li>Know what to do if they feel in danger;</li> <li>Identify some dangers in the home;</li> <li>Identify some dangers outside;</li> <li>Identify which information they should never share on the Internet;</li> <li>Know that their private body parts are private;</li> <li>Recall the number to call in an emergency;</li> <li>List some people who can help them stay safe.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss some school rules for staying safe and healthy;</li> <li>List some of the dangers we face when we are using roads, water or railways;</li> <li>Describe drugs, cigarettes and alcohol in basic terms;</li> <li>Identify some common injuries and know they can be treated with first aid;</li> <li>Recognise hazards and dangers in an emergency situation;</li> <li>State 999 as the number to call to seek help in an emergency.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what a dare is and identify situations involving peer pressure;</li> <li>Know when to seek help in risky or dangerous situations;</li> <li>Identify and discuss some school rules for staying safe and healthy;</li> <li>Recall the number to dial in an emergency;</li> <li>List some of the hazards they might find at home;</li> <li>Understand some substances at home can be dangerous;</li> <li>List some of the dangers we face when we are around roads, railways or water;</li> <li>Know the key points of the firework code.</li> </ul>
 <p><b>It's My Body</b></p>	<ul style="list-style-type: none"> <li>Explain how much sleep they need;</li> <li>Discuss why exercise is good for them;</li> <li>Understand they can choose what happens to their bodies;</li> <li>List healthy snacks;</li> <li>Know to ask a trusted adult if uncertain about whether something is safe to eat or drink;</li> <li>Demonstrate hygienic ways to look after their bodies.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the importance of sleep, exercise and healthy eating;</li> <li>Discuss what happens to muscles when we exercise them;</li> <li>Understand they can choose what happens to their body and know when a 'secret' should be shared;</li> <li>Explain that too much sugar is bad for health;</li> <li>Know the difference between medicine and harmful drugs and chemicals;</li> <li>Explain how germs travel and spread disease;</li> <li>Identify ways to protect their bodies from ill health.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that they can choose what happens to their own bodies;</li> <li>Know where and how to get help if they are worried;</li> <li>Understand the importance of sleep, exercise and healthy eating;</li> <li>Identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies;</li> <li>Identify positive aspects about themselves;</li> <li>Discuss the choices related to health that they make each day;</li> <li>Identify choices that will benefit their health and provide a 'balanced lifestyle';</li> <li>Identify ways to protect their bodies from ill health.</li> </ul>

## Health and Wellbeing

 <p><b>Think Positive</b></p>	<ul style="list-style-type: none"> <li>Identify and discuss feelings and emotions, using simple terms;</li> <li>Describe things that make them feel happy and unhappy;</li> <li>Understand that they have a choice about how to react to things that happen;</li> <li>Talk about personal achievements and goals;</li> <li>Describe difficult feelings and what might cause these feelings;</li> <li>Discuss things for which they are thankful;</li> <li>Focus on an activity, remaining calm and still.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that it is important to look after our mental health;</li> <li>Recognise and describe a range of comfortable and uncomfortable emotions;</li> <li>Discuss changes people may experience in their lives and how they might make them feel;</li> <li>Talk about things that make them happy and help them to stay calm;</li> <li>Identify uncomfortable emotions and what can cause them;</li> <li>Discuss the characteristics of a good learner.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about their thoughts, feelings and behaviours;</li> <li>Identify unhelpful and helpful thoughts;</li> <li>Suggest outcomes linked to certain thoughts, feelings and actions;</li> <li>Discuss ways in which positive thinking can be beneficial;</li> <li>Identify and discuss uncomfortable emotions;</li> <li>Identify common choices we have to make in life;</li> <li>Use basic mindfulness techniques, when guided;</li> <li>Describe what makes a good learner.</li> </ul>
 <p><b>Growing Up</b></p>	<ul style="list-style-type: none"> <li>Talk about their own likes and dislikes;</li> <li>Understand that different people like different things;</li> <li>Understand that girls and boys can like different things, or the same things;</li> <li>Describe how they have changed since they were a baby;</li> <li>Understand that people's needs change as they grow older;</li> <li>Talk about things they would like to do when they are older;</li> <li>Discuss some changes that people might go through in life;</li> <li>Talk about their family and ask others questions about their family.</li> </ul>	<ul style="list-style-type: none"> <li>Name the main male and female body parts needed for reproduction;</li> <li>Describe some of the changes boys go through during puberty;</li> <li>Describe some of the changes girls go through during puberty;</li> <li>Describe some feelings young people might experience as they grow up;</li> <li>Talk about their own family and the relationships within it;</li> <li>Understand that there are many different types of family;</li> <li>Identify similarities and differences in different loving relationships;</li> <li>Explain in simple terms how babies are made and how they are born;</li> <li>Identify someone they could talk to about their changing body should they need to.</li> </ul>	<ul style="list-style-type: none"> <li>Name physical changes young people will experience during puberty;</li> <li>Describe emotional changes young people might experience during puberty;</li> <li>Appreciate that there is no such thing as a perfect body;</li> <li>List things that all loving relationships have in common;</li> <li>Explain what a sexual relationship is;</li> <li>Understand that some infections can be passed on during sexual intercourse, but that contraception can prevent this;</li> <li>Explain how babies are conceived and how they are born;</li> <li>Identify someone they could talk to about their changing body, should they need to.</li> </ul>