Relationships & Sex Education Policy

Our vision: To build lifelong learners

Our mission: We enable every child to meet their full potential

This school is an inclusive school and all children, irrespective of social background, culture, race, gender differences in ability and disabilities have an entitlement to all areas of the curriculum. Reasonable adjustments will be considered to enable children to participate in the life and work of the school.

This policy has been written to ensure we are meeting the requirements of the National Curriculum 2014 for Science and the non-statutory framework for Personal Social and Health Education (PSHE) and Citizenship at Key Stages 1 and 2. This policy also takes into account the Relationships education, Relationships and Sex Education (RSE) and Health Education guidance issued by the DfE in 2019. This policy is intended to be used as an outline to the guiding principles by which the staff of this school will teach Relationships and Sex Education (RSE).

At Roman Way Academy we understand our responsibility to deliver a high-quality, age-appropriate and evidence-based, sex and health curriculum for all pupils. This policy sets out the framework for our relationship, sex and health curriculum, providing clarity on how it is formed, organised and delivered.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2014) 'Science programmes of study: key stages 1 and 2'
- DfE (May 2024) New RSHE guidance: What it means for sex education in schools.

This policy operates in conjunction with the following school policies:

- Child Protection Policy
- Positive Behaviour Policy
- SEND Policy
- Online Safety Policy

At Roman Way Academy, we teach the skills, knowledge and understanding pupils need to lead confident, healthy lives to become informed, active and responsible citizens. RSE is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to help children form healthy meaningful relationships, based on respect for themselves and for others. We believe that RSE must include information about physical, moral and emotional development and the school will ensure that pupils are given information

appropriate to their age and stage of development. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

Sex education is not taught as a discrete subject to our children. Parents have the right to withdraw their children from aspects of sex education that are not included in the Science curriculum. Relationships education is a statutory part of the school's curriculum and, consequently, parents may not withdraw pupils from these lessons.

Roman Way Academy believes in working in partnership with parents and carers and understands the importance of sharing our RSE programme with families so that they are able to support their children's physical, moral, mental wellbeing and emotional development at home. Through this policy we aim:

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence
- To understand the importance of safe and stable relationships that promote respect, love and care
- To help pupils develop skills (language, decision making, choice, assertiveness, resilience)
- To value themselves and others
- To develop skills for a healthier mental and physical lifestyle
- To develop resilience and positivity when responding to influences that may affect body image
- To reinforce and develop pupils' understanding of how to stay safe online
- To respect and care for their bodies
- To be prepared for puberty and adulthood
- To respond to the needs of pupils and parents/carers by providing accurate knowledge of sexual matters at a level suitable to children's age and understanding and to dispel myths and rumour
- To foster an understanding and acceptance that relationships can be formed in diverse and varied ways, for example; people of the same gender

Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum. The school works closely with parents to establish open communication.

Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects

The school aims to build positive relationships with parents if they have any concerns by inviting them into school to discuss what will be taught, addressing any concerns and helping parents in managing conversations with their children on the issues covered by the curriculum. Parents are consulted and are encouraged to provide their views at any time.

Organisation and delivery of RSE

The PSHE subject leader and head teacher are responsible for the organisation of RSE at Roman Way Academy. RSE is delivered through several areas of the curriculum and is taught explicitly through: Science, Religious Education, Computing (online safety), Physical Education, and PSHE and through assemblies.

Where RSE is taught within the curriculum, it will be delivered by the class teacher or TA and therefore usually in a mixed gender class. Assemblies are delivered by teaching staff and the senior leadership team. Visiting speakers from the community (e.g. community police, school nurse) make a valuable contribution to the RSE curriculum. Their input is carefully planned and monitored to fit into and compliment the curriculum.

Early Years Foundation Stage (EYFS)

As outlined in Development Matters, Personal, Social and Emotional Development is a prime area of learning in Nursery and Reception classes. Through the EYFS curriculum, children are taught to play co-operatively, taking turns with others, and learn to show sensitivity to others' needs and feelings. Children are shown how to form positive relationships with adults and other children and they talk about how they and others show feelings. They are taught strategies for self-regulation in order to regulate their behaviour accordingly.

Whilst learning about 'Understanding the World', children learn that others do not always enjoy the same things and they are taught about similarities and differences between themselves and others, and among families, communities, and traditions. Children make observations of animals and plants and explain why some things occur and talk about changes and begin to understand the key features of the life cycles of plants and animals.

Key Stage 1 and 2

Through our PSHE and RSE scheme of work (Kapow Primary), the pupils learn how to form positive relationships with family and friends as well as how to deal with conflicts and bullying. Children are encouraged to treat themselves and others with respect and to recognise and challenge stereotypes. In our health and wellbeing unit, pupils learn strategies to maintain their physical and mental health. Through the safety and the changing body unit, pupils learn about the parts of the body and the physical and emotional changes of puberty, in an age-appropriate way. They learn about appropriate and inappropriate physical contact.

Year 1

Unit	Learning
Family and relationships	● Exploring how families can be different. ● Characteristics and impact of positive friendships. ● Learning that issues can be overcome. ● People show feelings differently. ● Issues around stereotyping.
Health and wellbeing	● Exploring personal qualities. ● Strategies to manage feelings.
Safety and the changing body	● Learning how to respond to adults in different situations. ● Distinguishing appropriate and inappropriate physical contact. ● The differences between boys' and girls' bodies. ● Scientific names for body parts (mixed-age lessons will also include the teaching of the following body part names: testicles, penis, vulva and vagina).

Year 2

Unit	Learning
Family and relationships	● Learning that families are composed of different people who offer each other care and support.

	● How other people show their feelings and how to respond. ● Looking at conventions of manners and developing an understanding of self-respect.
Health and wellbeing	● Describing a range of feelings ● Developing strategies to manage emotions.
Safety and the changing body	● Introduction to online safety. ● Distinguishing secrets from surprises. ● Learn about 'boys' and girls' bodies. ● Scientific names for body parts. ● Understand that private parts are private. ● To understand safe and unsafe touches

Year 3

Unit	Learning
Family and relationships	● How to resolve relationship problems. ● Effective listening skills and about non-verbal communication. ● Looking at the impact of bullying and what action can be taken. ● Exploring trust and who to trust and that stereotyping can exist.
Health and wellbeing	● Understanding a range of emotions.
Safety and the changing body	● Be a responsible digital citizen. ● Cyberbullying, identifying unsafe digital content. ● Influences and making independent choices.

Year 4

Unit	Learning
Family and relationships	● Learning that families are varied and differences must be respected. ● Understanding physical and emotional boundaries in friendships. ● The roles of a bully, victim and bystander. ● How behaviour affects others. ● Appropriate manners and bereavement.
Health and wellbeing	● Developing emotional maturity. ● Learning that we experience a range of emotions and are responsible for these. ● Appreciating the emotions of others.
Safety and the changing body	● Building awareness of online safety and benefits and risks of sharing information online. ● Difference between private and public. ● Age restrictions. ● Physical and emotional changes in puberty ● Learn about some of the physical changes pupils will experience as they go through puberty. ● Understand that physical change is part of growing up. ● Identify the changes that males and females go through as they grow and develop from being a child to an adult.

Questions raised by pupils

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject. Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development. Teachers will use their professional skill and discretion before answering questions and if necessary, will deal with questions on an individual basis after the lesson. Where appropriate, teachers will discuss a child's concerns with the child's parents. Teachers are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue. The usual standards of confidentiality between a child and teacher will be observed, except where a child's question might suggest the possibility of abuse. In these circumstances, the Designated Safeguarding leads should be informed. No adult should ever promise confidentiality to a child, as per the schools Child Protection Policy.

Review, Assessment and Evaluation

Monitoring of the RSE Policy is the responsibility of the head teacher and PSHE lead. The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning by lesson visits, planning and book sampling, and feedback from parents. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

Monitoring and Review

This policy will be reviewed annually by the Relationships, Sex and Health Education subject leader and headteacher. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.