

Roman Way Academy



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 (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behavioural Policy
- SEND Policy
- Inclusion Policy
- Equal Opportunities Policy
- Equality, Equity, Diversity and Inclusion Policy
- Peer-on-peer Abuse Policy
- Pupil Confidentiality Policy
- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Online Safety Policy
- Visitor Policy

At Roman Way Academy, RSE reflects the school's vision and values which demonstrate and 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.

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 work together to promote the following skills:

- 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 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 by establishing open communication – all parents are consulted in the development and delivery of the curriculum.

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, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum. Parents are consulted in the review of the curriculum and this policy, 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, Physical Education, and PSHE and through assemblies.

Where RSE is taught within the curriculum, it will be delivered by the class teacher 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

Through the Science curriculum children learn to identify, name, draw and label the basic parts of the human body. They find out about life cycles of some animals and notice that animals, including humans, have offspring which grow into adults. Through our PSHE and RE syllabus, children reflect on family relationships, different family groups and celebrations and how to form healthy relationships with others. Children learn about the importance of personal hygiene to maintain good health and about personal safety.

Lower Key Stage 2

Through the Science curriculum children are taught to describe the life process of reproduction in some plants and learn about nutrition. Through our PSHE and RE syllabus, children continue to develop an understanding of relationships within a family; between friends and the community, and that there are different patterns of friendships. They develop the skills needed to form relationships and to respect other people's emotions, feelings and differing attitudes.

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.

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.

Our PSHE scheme Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. There are six puzzles in Jigsaw that are designed to progress in sequence from September to July:

Being Me in My World

Celebrating Difference

Dream and Goals

Healthy Me

Relationships

Changing Me

Specific SRE content is taught through the Changing Me Puzzle of learning and provides resources that are used to enhance teaching and learning.

Relationships	
Year 1	Identify members of my family and understand that there are lots of different types of families. Identify what being a good friend means. Know appropriate ways of physical contact to greet friends. Know who can help in the school community. Recognise their qualities as a person and a friend. Say why they appreciate someone who is special to them.
Year 2	Identify different members of their family, understand their relationship with each of them and know why it is important to share and cooperate. Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. Identify some of the things that cause conflict with friends.

	<p>Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</p> <p>Recognise and appreciate people who can help them in their family, school and community.</p> <p>Express appreciation for the special people in their special relationships.</p>
Year 3	<p>Identify roles and responsibilities of each member of their family and reflect on the expectations for males and females.</p> <p>Identify and put into practice some of the skills of friendship.</p> <p>Know and use some strategies for keeping safe.</p> <p>Explain how some of the actions and work of people around the world help influence their lives.</p> <p>Understand how their needs and rights are shared by children around the world and can identify how lives may be different.</p> <p>Know how to express appreciation to friends and family.</p>
Year 4	<p>Identify the web of relationships they are part of.</p> <p>Identify someone they love and can express why they are special.</p> <p>Can talk about someone they know that they no longer see.</p> <p>Explain different points of view on an animal rights issue.</p> <p>Understand how people feel when they love a special pet.</p> <p>Know how to show love and appreciation to the people and animals who are special to them.</p>

Changing me	
Year 1	<p>Understand the life cycles of animals and humans.</p> <p>Tell some things that have changed and some things that have stayed the same about them.</p> <p>Know how their body has changed since they were babies.</p> <p>Identify parts of the body that make boys different to girls and use the correct names.</p> <p>Understand that every time they learn something new, they change a little bit.</p> <p>Talk about changes that have happened in their lives.</p>
Year 2	<p>Recognise cycles of life in nature.</p> <p>Talk about the natural process of growing from young to old and understand it is not in their control.</p> <p>Recognise how their body has changed since they were babies.</p> <p>Recognise physical differences between boys and girls, use the correct names for parts of their bodies (penis, testicles, and vagina) and appreciate some parts of the body are private.</p> <p>Understand there are different types of touch and say the ones they like and the ones they don't.</p> <p>Identify what they are looking forward to in Y3.</p>

Year 3	<p>Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.</p> <p>Understand how babies grow and develop in the mother's uterus.</p> <p>Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.</p> <p>Identify how their bodies change on the outside during the growing up process.</p> <p>Identify how boys' and girls' bodies change on the inside during the growing up process.</p> <p>Start to recognise stereotypical ideas they might have about parenting and family roles.</p> <p>Identify what they are looking forward to in Year 4.</p>
Year 4	<p>Understand that some of their personal characteristics have come from their birth parents.</p> <p>Correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</p> <p>Describe how a girl's body changes in order for her to have babies when she is an adult, and menstruation (periods) is a natural part of this.</p> <p>Know how the cycle of changes work and can apply it to changes they want to make in their lives.</p> <p>Identify changes that have been and may continue to be outside of their control that they learnt to accept.</p> <p>Identify what they are looking forward to in year 5.</p>

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 on a bi-annual basis by the relationships, sex and health education subject leader and headteacher. The next scheduled review date for this policy is September 2023. 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.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.