
RELATIONSHIPS & SEX EDUCATION POLICY



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First Base Bury Academy

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RELATIONSHIPS & SEX EDUCATION POLICY

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1. Purpose

This policy has been written in accordance with the Statutory Guidance from the Department for Education (DfE) and in consultation with stakeholders from across the Raedwald Trust. It sets out to explain how the academy delivers Relationship and Sex Education (RSE) and the principles behind this which promote the safeguarding of all pupils at all times in a range of situations.

It is important that pupils are taught and understand about responsible choice and emotional wellbeing as they prepare for adulthood. Our aim is to develop RSE in a holistic way which encompasses a range of topics that are related.

Raedwald Trust committees are committed to:

The importance of educating children and young people to reflect upon their own feelings and values in order to understand and respect the feelings and values of others.

Empowering individuals to take responsibility for their choices and decisions, and the associated outcomes for their physical, emotional and mental wellbeing throughout their life and to prepare students to develop caring, stable relationships.

2. The Rationale

We continue to use the DfE definition of sex and relationships education; 'It is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health' (DfEE 'Sex and Relationship Guidance', 2000). The current terminology has been changed from 'Sex and Relationships Education' to 'Relationships and Sex Education' in recognition of the foundational importance of positive and healthy relationships to the understanding of sex education. This change in terminology is reflected in the government's recent guidance outlining the statutory duty on schools to provide this aspect of the curriculum.

We believe it is important to deliver RSE as part of the curriculum because:

Effective RSE is essential if children and young people are to make responsible and well-informed decisions about their lives. RSE goes beyond the biological aspects and addresses the emotional, moral and ethical issues as well as explaining the physical processes and changes that take place. It is important that children and young people are helped to learn respect for themselves and for others and are able to move with confidence through childhood, adolescence and into adulthood in 21st Century Britain. It will also promote the responsible use of Social Media and the Law.

Relationships and sex education provides our pupils with the ability to have the fundamental knowledge necessary to express themselves freely and safely in an environment which promotes a positive body image based in respectful relationships with others.

We are required to teach RSE because:

High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life.

It is essential for the following reasons:

Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.

Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was ‘too little, too late and too biological’. Ofsted reinforced this in their 2013 Not Yet Good Enough report.

Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils’ wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. The Health Education and Relationships Education (primary) and the secondary Relationships and Sex Education (RSE) aspects of PSHE education will be compulsory in all schools from 2021.

A comprehensive RSE programme can have a positive impact on pupils’ health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

RSE and Early years/KS1 summary

According to

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The focus in early years and KS1 should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.)

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action and , active citizenship.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

3. Equal Opportunities and Inclusion

In order for the policy to remain relevant, it should be reviewed annually, taking into account the current demographic of the school including the:

Number, age, background, culture, faith, difference and diversity, discrimination, gender, race, religion, sexuality and ability of the current group of pupils attending the school. Local health data will be used to support provision as well as student, parent, staff and governor consultation.

In addition, all pupils attending a Raedwald Trust Academy will receive RSE at a level that is appropriate to them to meet their individual needs.

4. Curriculum

The RSE curriculum is designed to ensure that our students learn the knowledge and are taught the life skills they will need to stay safe and to develop healthy and supportive adult relationships; learning particularly how to deal with the challenges of growing up in an online world. RSE is lifelong learning about physical, moral and emotional development. It is about understanding the importance of relationships for

successful family life, recognising stable and loving relationships in all their forms and promoting respect, love and care.

It is also concerned with the teaching of sex, sexuality, and sexual health as part of a loving and trusting relationship: creating a positive culture around issues of sexuality and relationships. It is not, however, about the promotion of sexual orientation or sexual activity. The curriculum prepares pupils for puberty and gives them an understanding of sexual development and the importance of health and hygiene. It teaches students the correct vocabulary to use to describe themselves, their bodies and their relationships.

Statutory Guidance from the Department for Education Relationships Education, Relationships and Sex Education (RSE) and Health Education states that pupils will receive the following content:

By the end of primary school pupils will have covered:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online Relationships
- Being Safe

RSE is included in the PSHE curriculum which is delivered across all key stages and also includes Health Education topics such as:

- | | |
|------------------------------|---------------------------|
| -Mental wellbeing | -Internet safety and harm |
| -Physical health and fitness | -Healthy eating |
| -Drugs, alcohol and tobacco | -Health and prevention |
| -Basic First Aid | -Changing adolescent body |

First Base Bury - Curriculum Overview, See also full curriculum at the end of this document.
Green shows how each topic will be covered

SECTION	TOPIC AREA	EVERYDAY PRACTICE	FBB CURRICULUM LINK/COVERAGE	INDIVIDUAL LESSON	OUTREACH
SELF AWARENESS	THINGS WE ARE GOOD AT		One page profile/pupil voice		
	KIND AND UNKIND BEHAVIOURS				
	PLAYING AND WORKING TOGETHER				
	PEOPLE WHO ARE SPECIAL TO US				
	GETTING ON WITH OTHERS				
SELF CARE	TAKING CARE OF OURSELVES		TIME TO TALK		
	KEEPING SAFE				
	TRUST				
	KEEPING SAFE ONLINE				
	PUBLIC AND PRIVATE				
MANAGING FEELINGS	IDENTIFYING AND EXPRESSING FEELINGS		TIME TO TALK		
	MANAGING STRONG FEELINGS		TIME TO TALK		
CHANGING AND GROWING	BABY TO ADULT				
	PUBERTY				
	DEALING WITH TOUCH				
	DIFFERENT TYPES OF RELATIONSHIPS				
HEALTHY LIFESTYLES	HEALTHY EATING		Weekly cooking sessions		
	TAKING CARE OF PHYSICAL HEALTH		Daily outdoor activities		
	KEEPING WELL				
THE WORLD WE LIVE IN	REPECTING DIFFERENCES				
	JOBS PEOPLE DO				
	RULES AND LAWS			Laws	
	TAKING CARE OF THE ENVIRONMENT		Weekly session in meadow		
	BELONGING TO THE COMMUNITY				
	MONEY		Maths Role play		

5. Delivery

Pupils will be taught by qualified and trained members of staff.

Pupils will be taught within weekly PSHE lessons and supported by further work in other subject areas, Awareness Days and across the ethos of Trust.

6. Staff Approach and Training

Staff delivering RSE throughout the curriculum will have regular training to update them with the most current information and legislation. It will also address the most up to date social influences and how to address these appropriately.

Staff will approach and deliver RSE in an unbiased and objective way within the boundaries of current National guidance provide by the government and the PSHE Association.

On occasions we will use outside agencies with specific expertise to support our broad and balance curriculum.

7. Monitoring and Evaluation

To ensure that the RSE programme is effective; is meeting the needs of students and complies with RSE guidelines, the following strategies will be used to quality assure our curriculum:

- Evaluation from students after specific topics or at the end of academic years.
- Feedback from teaching staff with regards to our schemes of work.
- Teaching staff will keep up to date with current practice and curriculum changes to ensure our teaching is relevant and appropriate.

First Base Bury: Curriculum Overview

Learning Themes													
	Autumn				Spring				Summer				
	1	2	3	4	1	2	3	4	1	2	3	4	
													
THE ME	Pets	Harvest Little Red Hen	Autumn celebrations	Christmas in our community	Rainforest	Traditional tales	Engines and inventors	Around the world	Minibeasts	Africa	Julia Donaldson stories	Seaside / holidays	
Hook	Where has my pet gone?	Where has the flour come from?	1812 overture	A Letter has arrived at first base? Who is it from?	Make a vine in the classroom-where has this come from?	There is a wolf on the loose How can we be safe	Make a simple electric circuit-make the light bulb light	Look at some famous landmarks-can you guess where they are?	Go on a mini beast hunt.	Listen to some African music – explore feelings .	Watch Gruffalo on DVD.	Unpack a bag where am I going?	
Core Offer	KEY TEXTS Including poetry and non fiction	Tiger who came to tea Dear Zoo Dogger Gorilla Emily and the Brown Thing	Little Red Hen Farmer duck Peace at Last Can't you sleep little bear?	Owl babies The Owl who was Afraid of the Dark Pumpkin in soup Goodnight Moon	The Emperor's Egg Lost and Found Hairy Maclary Rosie's Walk Six Dinner Sid On the way Home Knuffle Bunny Cops and Robbers	Where the Wild Things are. Brown Bear Jasper's Beans talk The Elephant and the Bad Baby.	3 Little Pigs Who's afraid of the Big Bad Book ? Each Peach Pear Plum Sssh	Mrs Armitage's wheels Where's spot You choose What ever next	Advocado Baby Tractor man Dr Xargle's Book of Earthlets	The Very Hungry Caterpillar Not Now Bernard Tuesday The flower	Handa's Surprise Elmer Amazing Grace Hug Elmer	The Gruffalo Scarecrows Wedding Room on a Broom Tiddler The Snail and the Whale	Meerkat Mail Mr Gumpy's Outing We're Going on a Bear Hunt The train Ride Come on Daisy Beegu
Phonics	Letter and Sounds Phases 1-6												
Writing	Stories	Non Narrative	Stories	Non Narrative	Stories	Non Narrative	Stories	Non Narrative	Stories	Non Narrative	Stories	Non Narrative	
Reading	Stories	Non Fiction	Stories	Non Fiction	Stories	Non Fiction	Stories	Non Fiction	Stories	Non Fiction	Stories	Non Fiction	

	Maths	Number and counting	Calculation	Number and counting	Problem solving	Number and counting	Calculation	Number and counting	Problem solving	Number and counting	Calculation	Number and counting	Problem solving
	Wider Curriculum												
	Science	Scientific enquiry											
	PE	Meadow (coordination focus)	Games	Dance/Gymnastics	Games	Meadow	Games	Dance/Gymnastics	Games	Meadow	Dance/Gymnastics	Meadow	Games
	Art	Drawing	Painting	Sculpture	Textiles	Drawing	Painting	Sculpture	Textiles	Drawing	Painting	Sculpture	Textiles
	DT Food and Nutrition	Let's get cooking											
Enrichment	Music	Listening to music	Making music	Dance	Singing	Listening to music	Singing	Dance	Making music	Making music	Listening to music	Dance	Singing
	PSHE	Health and wellbeing	Relationships	Living in the wider world	Health and wellbeing	Relationships	Living in the wider world	Health and wellbeing	Relationships	Living in the wider world	Health and wellbeing	Relationships	Living in the wider world
	British Values	Democracy Respect	Equality Tolerance Respect	Rule of the Law Respect	Democracy Respect	Equality Tolerance Respect	Rule of the Law Respect	Democracy Respect	Equality Tolerance Respect	Rule of the Law Respect	Democracy Respect	Equality Tolerance Respect	Rule of the Law Respect
	Celebrations festivals	Harvest		Divali Bonfire night Remembrance	Christmas Hannukah	New Year			Easter				Longest day
	Local Links	Trip to pets at home – exotic pets	Farmer and tractor to visit	Autumn walk	Church Visit	PAT dog	Visit to supermarket	Visit to local airfield	Visit to Abbey Gardens	McMillian coffee morning/Old peoples home	African drumming	Have a picnic	Sing some seaside songs to the old people.
	Careers Links to GATSBY	Career display (2) STEM activity (4,7,8)	Meet A farmer (2,3,5,6)	Cooking pumpkin in soup-vocational skills – chef (6)	Visit a shop (5,6) What do I want to be when I grow up? (1)	Career display (2) STEM activity (4,7,8)	Meet Police person (2,3,5,6)	Use DT equipment to make a working model (6)	Visit a travel agent/tourist information (5,6) What do I want to be when I grow up? (1)	Career display (2) STEM activity (4,7,8)	Meet a musician (2,3,5,6)	Gardening skills (6)	Visit Bury Train station (5,6) What do I want to be when I grow up? (1)

