



Relationships and Sex Education (RSE) Policy

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| Written by | ESLT |
| Date for Review | March 2027 |
| Approving Body | The Strategic Development Committee |
| Signed Chair of Trustees | |

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

Statutory Requirements

As a primary academy school, we must provide relationships education to all pupils in accordance with section 34 of the Children and Social work act 2017.

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 The Python Hill 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:

1. Review – a 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 give their comments 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.

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

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 children are fully informed and do not seek answers online.

Primary sex education will focus on preparing boys and girls for the changes that adolescence brings

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

RSE is taught in a cross-curricular approach, alongside the science curriculum, PSHE, ICT, RE, assemblies, school values and golden threads.

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

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions;
- Recognising and assessing potential risks;
- Assertiveness;
- Seeking help and support when required;
- Informed decision-making;
- Self-respect and empathy for others;
- Recognising and maximising a healthy lifestyle;
- Managing conflict;
- Discussion and group work.

At the Python Hill Academy, we follow the Jigsaw scheme of work

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). We are also sensitive to the fact that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and Responsibilities

The Board of Trustees

The Board of Trustees has approved this policy and will hold the Principal of each academy to account for its implementation.

The Principal

The Principal of each academy is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from any non-statutory components of RSE.

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 Principal.

Pupils

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

Parents' Right to Withdraw

Parents have the right to withdraw their children from the non-statutory components of RSE. Before doing so, parents are encouraged to talk to the class teacher and/or view teaching resources in order to inform any decisions regarding withdrawing their child. Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from RSE. The RSE curriculum will be shared with parents to ensure coverage if pupils are withdrawn. The RSE policy will be shared with any parents who wish to withdraw their child.

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 Principal 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 where required.

Monitoring

The delivery of RSE is monitored by the Senior Leadership Team (SLT) through planning and book scrutinies, learning walks and pupil voice.

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

This policy will be reviewed by Trustees on an annual basis. At each review, the policy will be approved by the Board of Trustees.

Appendix 1: Scheme of Work for Years Reception to Year 6

Year 1

| Objective | Vocabulary | PSHE Intention | Social and emotional learning intention |
|--|---|---|--|
| Understand that everyone is unique and special | <ul style="list-style-type: none"> • Changes • Life cycle • Baby • Adulthood • Growth • Change | I am starting to understand the life cycles of animals and humans | I understand that changes happen as we grow and that this is OK |
| Can express how they feel when change happens | <ul style="list-style-type: none"> • Change • Life cycle • Baby • Adult • Grown up | I can tell you some things about me that have changed and some things about me that have stayed the same | I know that changes are OK and that sometimes they will happen whether I want them to or not |
| Understand and respect the changes that they see in themselves | <ul style="list-style-type: none"> • Baby • Growing up • Adult • Change | I can tell you how my body has changed since I was a baby | I understand that growing up is natural and that everybody grows at different rates |
| Understand and respect the changes that they see in other people | <ul style="list-style-type: none"> • Male • Female • Penis • Testicles • Vulva • Vagina • Anus | I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus | I respect my body and understand which parts are private |
| Know who to ask for help if they are worried about change | <ul style="list-style-type: none"> • <i>Learn</i> • <i>New</i> • <i>Grow</i> • <i>Change</i> | I understand that every time I learn something new I change a little bit | I enjoy learning new things |
| Are looking forward to change | <ul style="list-style-type: none"> • <i>Change</i> • <i>Feelings</i> • <i>Anxious</i> • <i>Worried</i> • <i>Excited</i> • <i>Coping</i> | I can tell you about changes that have happened in my life | I know some ways to cope with changes |

Year 2

| Objective | Vocabulary | PSHE Intention | Social and emotional learning intention |
|--|---|--|--|
| Understand that everyone is unique and special | <ul style="list-style-type: none"> • Change • Grow • Life cycle • Control • Baby • Adult • Fully grown | I can recognise cycles of life in nature | I understand there are some changes that are outside my control and can recognise how I feel about this. |
| Can express how they feel when change happens | <ul style="list-style-type: none"> • Growing up • Old • Older • Young • Elderly • Change • Respect • Physical | I can tell you about the natural process of growing from young to old and understand that this is not in my control | I can identify people I respect who are older than me |
| Understand and respect the changes that they see in themselves | <ul style="list-style-type: none"> • Baby • Toddler • Child • Teenager • Adult • Independent • Timeline • Freedom • Responsibilities | I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old | I feel proud about becoming more independent |
| Understand and respect the changes that they see in other people | <ul style="list-style-type: none"> • Male • Female • Penis • Testicles • Vulva • Vagina • Anus • Public • Private | I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private | I can tell you what I like/don't like about being a boy/girl |
| Know who to ask for help if they are worried about change | <ul style="list-style-type: none"> • Touch • Texture • Hug • Like • Dislike • Comfortable • Uncomfortable | I understand there are different types of touch and can tell you which ones I like and don't like | I am confident to say what I like and don't like and can ask for help |
| Are looking forward to change | <ul style="list-style-type: none"> • Change • Looking forward • Excited • Nervous • Anxious • Cope | I can identify what I am looking forward to when I move to my next class | I can start to think about changes I will make when I am in my next class and know how to go about this |

Year 3

| Objective | Vocabulary | PSHE Intention | Social and emotional learning intention |
|--|---|--|---|
| Understand that everyone is unique and special | Male Female Changes Birth Animals Babies Mother Growing up | I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby | I can express how I feel when I see babies or baby animals |
| Can express how they feel when change happens | Baby Grow Uterus Womb Nutrients Survive Love Affection Care | I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow | I can express how I might feel if I had a new baby in my family |
| Understand and respect the changes that they see in themselves | Change Puberty Control Breasts | I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process | I recognise how I feel about these changes happening to me and know how to cope with those feelings |
| Understand and respect the changes that they see in other people | Puberty Male Female Testicles Sperm Penis Ovaries Egg Ovum/Ova Womb/Uterus Vagina | I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up | I recognise how I feel about these changes happening to me and know how to cope with these feelings |
| Know who to ask for help if they are worried about change | Stereotypes Task Roles Challenge | I can start to recognise stereotypical ideas I might have about parenting and family roles | I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes |
| Are looking forward to change | Change Looking forward Worries | I can identify what I am looking forward to when I move to my next class | I can start to think about changes I will make next year and know how to go about this |

Year 4

| Objective | Vocabulary | PSHE Intention | Social and emotional learning intention |
|--|---|--|--|
| Understand that everyone is unique and special | <ul style="list-style-type: none"> • Personality • Unique • Characteristics • Parents • Gene • Conception • Egg • Sperm | I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm | I appreciate that I am a truly unique human being |
| Can express how they feel when change happens | <ul style="list-style-type: none"> • Sperm • Egg/Ovum • Penis • Vagina • Womb/Uterus • Ovaries • Making love • Having sex • Sexual intercourse • Fertilise • Conception | I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby | I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult |
| Can express how they feel when change happens | <ul style="list-style-type: none"> • Feelings • Responsibilities • Carers • Characteristics • Language • Mannerisms • Influence | I understand what responsibilities there are in parenthood and the joy it can bring I can consider what has influenced my life and what might influence the lives of other people | I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult |
| Understand and respect the changes that they see in themselves | <ul style="list-style-type: none"> • Puberty • Menstruation • Menstrual Cycle • Periods • Menstrual pads • Menstrual Cup • Pant Liner • Period Pants • Tampons • Menstrual Towel • Vagina • Vulva • Ovaries • Fallopian Tube • Fertilised • Hormone | I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this | I have strategies to help me cope with the physical and emotional changes I will experience during puberty |

| Objective | Vocabulary | PSHE Intention | Social and emotional learning intention |
|---|--|--|---|
| Know who to ask for help if they are worried about change | <ul style="list-style-type: none"> • Control • Change • Acceptance | I can identify changes that have been and may continue to be outside of my control that I learnt to accept | I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively |
| Are looking forward to change | <ul style="list-style-type: none"> • Change • Looking forward • Characteristics • Genes • Puberty | I can identify what I am looking forward to when I move to a new class | I can reflect on the changes I would like to make next year and can describe how to go about these |

Year 5

| Objective | Vocabulary | PSHE Intention | Social and emotional learning intention |
|--|---|--|--|
| Understand that everyone is unique and special | <ul style="list-style-type: none"> • Self • Self-image • Body image • Self-esteem • Perception • Characteristics • Aspects • Affirmation | I am aware of my own self-image and how my body image fits into that | I know how to develop my own self esteem |
| Can express how they feel when change happens | <ul style="list-style-type: none"> • Puberty • Menstruation • Periods • Menstrual towels • Menstrual pads • Menstrual cups (mooncups) • Tampons • Ovary/ Ovaries • Vagina • Oestrogen • Vulva • Womb/Uterus • Hormones | I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally | I understand that puberty is a natural process that happens to everybody and that it will be ok for me |
| Understand and respect the changes that they see in themselves | <ul style="list-style-type: none"> • Puberty • Sperm • Semen • Testicles/Testes • Erection • Ejaculation • Wet dream • Larynx • Facial hair • Growth spurt • Hormones | I can describe how boys' and girls' bodies change during puberty | I can express how I feel about the changes that will happen to me during puberty |
| Understand and respect the changes that they see in other people | <ul style="list-style-type: none"> • Relationships • Conception • Making love • Sexual intercourse • Fallopian tube • Fertilisation • Pregnancy • Embryo • Umbilical cord • Contraception • Fertility treatment (IVF) | I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby | I appreciate how amazing it is that human bodies can reproduce in these ways |

| Objective | Vocabulary | PSHE Intention | Social and emotional learning intention |
|---|--|--|---|
| Know who to ask for help if they are worried about change | <ul style="list-style-type: none"> • Teenager • Milestone • Perceptions • Puberty • Responsibilities • Consent | I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) | I am confident that I can cope with the changes that growing up will bring |
| Are looking forward to change | <ul style="list-style-type: none"> • Change • Hope • Manage • Cope • Opportunities • Emotions • Fear • Excitement • Anxious | I can identify what I am looking forward to when I move to my next class. | I can start to think about changes I will make next year and know how to go about this. |

Year 6

| Objective | Vocabulary | PSHE Intention | Social and emotional learning intention |
|--|--|---|--|
| Understand that everyone is unique and special | <ul style="list-style-type: none"> • Self-image • Self-esteem • Real self • Celebrity | I am aware of my own self-image and how my body image fits into that | I know how to develop my own self esteem |
| Can express how they feel when change happens | <ul style="list-style-type: none"> • Opportunities • Freedoms • Responsibilities • Puberty | I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally | I can express how I feel about the changes that will happen to me during puberty |
| Understand and respect the changes that they see in themselves | <ul style="list-style-type: none"> • Pregnancy • Embryo • Foetus • Placenta • Umbilical cord • Labour • Contractions • Cervix • Midwife | I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born | I can recognise how I feel when I reflect on the development and birth of a baby |
| Understand and respect the changes that they see in other people | <ul style="list-style-type: none"> • Attraction • Relationship • Pressure • Love • Sexting • Consent | I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend | I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to |
| Understand and respect the changes that they see in other people | <ul style="list-style-type: none"> • Independence • Identity • Values • Relationships • Pressure • Adolescent | I know myself well enough to maintain positive relationships with others whilst still keeping my own identity | I can be assertive when appropriate |
| Know who to ask for help if they are worried about change | <ul style="list-style-type: none"> • Self-esteem • Negative body-talk • Choice • Feelings/emotions • Challenge • Mental health | I am aware of the importance of a positive self-esteem and what I can do to develop it | I can express how I feel about my self-image and know how to challenge negative 'body-talk' |
| Are looking forward to change | <ul style="list-style-type: none"> • Transition • Secondary • Looking forward • Journey • Worries | I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. | I know how to prepare myself emotionally for the changes next year |