



Approved by ELA Trust/Committee:	Trust Board
Publication Date:	July 2023
Owner/Reviewer	C.E.O.
To be reviewed:	July 2026
Location:	Trust Website
Impact assessed:	

Relationships and Sex Education (RSE) Policy

Mission Statement

To inspire our family of schools to provide opportunities for our pupils, staff and leaders to be the best they can be; to create a passion for lifelong learning; to enable our pupils to become kind, confident and impactful world citizens.

Rationale

RSE is about the emotional, social and cultural development of students, and involves learning about healthy and unhealthy 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.

Our Primary Academies

Our primary academies must provide relationships education to all students as per section 34 of the Children and Social Work Act 2017 and in accordance with the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' published by HM Government from 2020.

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 Hacton Primary School we teach RSE as set out in this policy.

Our Secondary Academies

Our secondary academies must provide RSE to all students as per section 34 of the Children and Social Work Act 2017 and in accordance with the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' published by HM Government from 2020.

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 Bower Park Academy, Hall Mead School and The Brittons Academy, we teach RSE as set out in this policy.

Guiding Principles for Relationships and Sex Education

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about understanding and building confidence and self-esteem.

RSE should:

- Be an integral and age-appropriate part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Be set within the wider Empower Learning Academy Trust context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.

- Reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.
- Generate an atmosphere where questions and discussion on sensitive and sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Ensure an understanding for all students of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that students treat each other well and go on to be respectful and kind adults.
- Empower students to recognise what unhealthy relationships look like, what the laws around consent are, making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up.
- Teach students the knowledge they need to recognise and to report abuse or concerns about abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.
- Ensure, at an age appropriate level, students are aware of laws surrounding pornography and explicit images and the impact this can have on healthy sexual development and relationships.
- Help students develop feelings of self-respect, confidence and empathy.
- Teach students correct vocabulary to describe themselves and their bodies.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help students to grow up safely and happy in today's society.

The aim of RSE is to provide balanced, **age appropriate**, factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex. This includes being able to recognise and manage the risks posed by online behaviour. This includes risks posed by online relationships and the risk of grooming.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity.
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.

- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- know how the law applies to sexual relationships, including laws relating to consent and sexual violence.

Inclusion

Religion, Culture and Ethnicity

We intend our policy and practice to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond sensitively to parental requests and concerns.

Students with Special Education Needs and Disabilities

We will ensure that all young people receive relationship and sex education, and we will offer provision that is differentiated and personalised to ensure accessibility, appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that relationships and sex education is relevant to them. Thus, the curriculum aims to be inclusive for all students regardless of sexuality or gender, rather than presenting LGBT issues as separate through 'stand-alone' lessons or topics.

Right to excused from sex education (commonly referred to as the right to withdraw)

Our Primary Academies

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Principal/Headteacher.

Alternative work will be given to students who are withdrawn from sex education.

Our Secondary Academies

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE only up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

There is no right to withdraw from relationships education nor from health education.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Principal/Headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The Principal/Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

Policy Development

This policy has been developed with, and reviewed by, parents from across the Trust, representing parental voice on behalf of their schools, in order to ensure that the policy meets the needs of students and parents and reflects the community we serve. There will be the opportunity for parents to be involved in future reviews of this policy. Each academic year there will be opportunities for parents to view a selection of the resources and lesson materials used in Relationships and Sex Education and for them to ask questions of those leading and/or teaching it. These will be determined by a local level and may include some of: stalls at parent consultation evenings; separate, specific presentations where considered appropriate; presentations by external agencies; open invitations to informal drop-in sessions, updates via email.

The policy also reflects the views of teachers and students. We acknowledge that listening and responding to the views of young people will strengthen the policy, ensuring that it meets the needs of all students and the local context. Teacher and student views will be included and considered in any review of the policy.

Roles and responsibilities

The Trust Board

The Trust Board will hold the C.E.O. to account for the implementation of this policy.

The Trust Board has delegated the approval of this policy to the C.E.O.

The Local Governance Committee

The Local Governance Committee will ensure compliance with the policy at local academy level and will hold the Headteacher/Principal to account for the implementation of this policy within their individual academy.

The Headteacher/Principal

The Headteacher/Principal is responsible for ensuring that RSE is taught consistently across the Academy, and for managing requests to withdraw students from non-statutory components of RSE (see above).

Academy Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE, following the guidance above.

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 Headteacher/Principal.

Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity; this includes their peers and the staff delivering the lessons or workshops.

Confidentiality and Sensitive Issues

Though every effort will be made to ensure that students feel comfortable in these sessions, it is important to clarify that the Child Protection procedures will be strictly followed should a student disclose any information which triggers a qualifying concern. Should this situation arise, the class teacher or adult taking these sessions will report to the Child Protection Officer. In any case where a child protection situation arises, the teacher or adult delivering the lessons will ensure that the student understands that confidentiality of the information that they have shared cannot be guaranteed.

Monitoring and Evaluation

The delivery of RSE is monitored at local Academy level by the Headteacher/Principal through:

The rolling cycle of learning walks by the Senior Leadership Team for each Academy will specifically include any sessions where RSE is being delivered: in timetabled lessons; through tutor time; internal assemblies or talks; where external visitors deliver workshops, Q&A sessions or use theatre for example. Notes from these learning walks are collated and a record kept. Heads of Department/Co-ordinators will have access to these notes to aid their own evaluation of provision and its effectiveness.

Where delivery of RSE happens in a timetabled lesson, the Head of Department/Co-ordinators will carry out a range of formalised quality assurance measures, which may include: formal observation of teachers where appropriate; planned work scrutiny for each year group as part of a cycle; student interview; the review of student questionnaires and evaluations. Qualitative data from this process will be recorded and shared between those with responsibility for RSE. In these reviews, any actions needed will be agreed and feedback provided to staff delivering the content as appropriate.

Students' development in RSE is monitored by class teachers and/or those delivering the RSE as part of each Academy's internal assessment systems. Students' level of secure knowledge will be assessed as part of each unit of study and levels are shared with parents through the reporting cycle.

This policy will be reviewed by the C.E.O. annually. At every review, the C.E.O. will report any changes to the Trust Board and individual academies' leadership teams and Local Governance Committees.

Local Variations now follow

Hall Mead School

Organisation, Content and Assessment of Relationships and Sex Education

Relationships and Sex Education is delivered through the PSCHE Programme and Science lessons at KS3 and KS4, and in Child Development for those who choose this as a Key Stage 4 option. Online safety is part of the Computing curriculum and elements of Health Education are also delivered through the National Curriculum for PE. The PSCHE Programme and Science National Curriculum is taught in every year.

Much of the Relationships and Sex Education takes place within PSCHE lessons. Teachers within that department generally deliver the PSCHE Curriculum with support from professionals where appropriate. RSE lessons are set within the wider context of the PSCHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction and there is no right to withdraw from these elements. Schemes of learning and resources made have been created and compiled by Hall Mead teachers, for Hall Mead students, ensuring they meet the needs of our cohort and context; we do not use or buy in pre-made resources from external companies. Parents and carers are warmly invited to come into school to view teacher resources used in the delivery of these lessons and the student workbooks used for each unit.

Assessment is carried out at the end of every module and will include a variety of teacher and peer assessment of knowledge and understanding and interpersonal skills, and self-evaluation of attitudes. Students have the opportunity for self-reflection and evaluation of their overall experience, the content and the delivery of the topic at the end of every unit. Students' level of secure knowledge will be assessed as part of each unit of study and levels are shared with parents through the reporting cycle and/or parent teacher consultation meetings.

Responsibility

It is the responsibility of the Head of PSCHE, Mr J Cashman jcashman@elatschools.co.uk to oversee and organise the monitoring and evaluation of PSCHE, in the context of the overall Academy plans for monitoring the quality of teaching and learning.

The member of senior staff responsible for overseeing the quality of the RSE delivery at Hall Mead School is Mrs K Fanning: kfanning@elatschools.co.uk

Appendix: The Relationships and Sex Education Curriculum at Hall Mead School

The PSCHE Curriculum

Year	Topic	Topic	Topic
7	Friendship & Family	Diversity in the UK	Human Rights
8	Body Image, Self-Esteem and the Media	Staying Safe in the 21 st Century	
9	Relationships and Sex, including contraception, avoiding pregnancy and STIs	Sexuality and Gender Identity	

10	Relationships: Healthy and unhealthy features, including domestic abuse	Delaying sexual activity/Deciding when the time is right Ensuring consent	Underage and Pregnant (including avoidance, options and abortion) Teen Parenting
11	HIV, including prevention	GCSE RS: Sex, relationships, marriage and families (AQA)	Tackling 'Isms' – addressing discrimination

The curriculum is supplemented with occasional 'drop down' days and workshops depending on quality and availability. This has included theatre workshops on sexual bullying and consent and drop-down days on delaying sexual activity and avoiding sexual pressure. It is also supported by the Academy's integral SMSC and tutor period programme, which is implemented by tutors and covers a range of relevant issues including staying safe, female genital mutilation and sessions from outside speakers where appropriate.

Science Education:

Year 7: Cells and Reproduction (includes physical process of sex, menstrual cycle and some work on contraception and STIs)

KS4: All students study 'Aspects of Biology' (including cells, genetics, natural selection, health and disease) as part of their Combined Science GCSE programme. Students who have opted to study Triple Science will further study a separate GCSE Biology curriculum including these aspects.

Child Development (Key Stage 4 Option):

Year 10/11: Pregnancy; adoption; families; parenting; contraception; conception; STIs.

GCSE Religious Studies (Key Stage 4 Option):

Year 10/11: Relationships, marriage, civil partnerships, divorce, role and purpose of families, sex, contraception, the value and role of children in a family, different types of family unit.

Organisation, Content and Assessment of Relationship and Sex Education

Relationships and Sex Education (RSE) is delivered through weekly CPSHE lessons to KS3 students and fortnightly lessons to KS4 students. Each year group has a tailor-made scheme of learning that is age appropriate and linked to other curriculum subjects such as Science and RE. The Science curriculum will concentrate more on the physical aspects of puberty and reproduction.

Some parents and carers prefer to take the responsibility for aspects of this element of education and have the right to withdraw their children from all or part of the sex education element (but not the relationships or health education). Parents are also unable to withdraw their child from the statutory National Curriculum (i.e. in Science lessons). All requests should be made in writing to the Principal. Before granting any such request, the Principal will meet with parents and, as appropriate, the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The school will document this process to ensure a record is kept.

Assessments are carried out at the end of each topic (RSE) using a baseline assessment questionnaire. Students complete the assessment questionnaire at the start of the topic and then again at the end of the topic. This should show an improvement in their knowledge and understanding of RSE. Students have the opportunity for self-reflect at the end of each lesson, giving them the opportunity to evaluate their experience, the content of the lesson and its delivery. This will also give the students the opportunity to identify what they may have learnt or how they feel about the topic covered during the lesson.

Marking is carried out by staff once all RSE lessons have been delivered. This is to identify any gaps in the students learning. The students will then complete purple pen improvements and will complete specific tasks to close the gap in their learning.

Responsibility

The member of staff responsible for overseeing the quality of the RSE delivery at Bower Park Academy is Miss Freer, Head of CPSHE email address: freerm@bowerpark.co.uk

Line manager of CPSHE is Mrs Charlton. Email address: dcharlton@elatschools.co.uk

Appendix: The Relationships and Sex Education Curriculum CPSHE Education

	TOPIC	BRIEF OVERVIEW
Year 7	Friendship 1. What does community mean and reflecting on our relationships 2. Friendships	In early Spring, we revisit the theme of 'self' within a range of contexts, including self in the community and self within friendship groups. Within this scheme of work, students are encouraged to consider what attributes make a relationship healthy and how we all impact on each other's wellbeing. Students explore the different emotions they may encounter in friendship groups and how to manage these emotions, both positive and negative, online and offline and where to seek help and support, should they need it.

	<p>3. Bullying</p> <p>4. Cyberbullying</p>	<p><i>RS1, RS2, RS3, RS7</i></p>
<p>Year 7</p>	<p>Family, Marriage and parenting</p> <p>1. Different types of family</p> <p>2. Parenting – What makes a good parent?</p> <p>3. Domestic abuse</p> <p>4. Marriage and long-term relationships - the law around rights</p> <p>5. Different types of marriage, including same sex and forced marriage.</p> <p>6. Young people’s rights, including when Parents separate</p>	<p>This scheme of learning builds upon students’ knowledge of healthy relationships, within the family unit. We explore the range of roles within family and marriage, legislation around marriage and factors that affect an adult relationship. Students are taught about their rights as a young person and develop an awareness of factors that can make a relationship unhealthy.</p> <p><i>RS1, RS2, RS4, RS6</i></p>
<p>Year 8</p>	<p>Stereotyping and discrimination</p> <p>1. The effects of discrimination</p> <p>2. The effects and dangers of stereotyping</p> <p>3. Gender discrimination</p> <p>4. Discrimination due to disability</p> <p>5. Racial discrimination</p> <p>6. Religious discrimination</p> <p>7. What are British Values?</p>	<p>Students explore the impact of stereotyping and discrimination through a series of lessons looking at various forms of discrimination with a focus on respect, inclusion and kindness. Students begin by considering the differences between these two forms of behaviour and the impact of stereotyping and how this can lead into discriminative acts. Students are then guided through a series of lessons to address various forms of discriminative acts, such as gender, disability, race and religion. Finally, we explore the link between this learning our British values and beliefs of Mutual Respect, Tolerance, Democracy, Rule of Law and Individual Liberty.</p> <p><i>RS2, RS6</i></p>

	<p align="center">Relationships and sex education</p>	<p>Building upon their relationships lessons in year 7, students revisit positive and negative relationships, with a focus on intimate relationships. Following this, students discuss ways of</p>
<p>Year 8</p>	<ol style="list-style-type: none"> 1. What are positive and negative relationships? - Showing affection (link to consent) 2. What is sex and sexual experiences? 3. Contraception 4. STI's, the symptoms, consequences and methods of cure. 5. Consent 6. The dangers of pornography 7. The dangers of sexting 	<p>showing affection and build an awareness of individual preferences and an understanding of consent. Next in a safe environment, the following lessons provide students with the opportunity to discuss what is sex and sexual experiences, the risks around these activities and ways to stay safe and healthy. Consent is a golden thread within this scheme, but a lesson is also dedicated to this topic area to explain the importance and laws surrounding sexual encounters. The final two lessons explore the dangers of pornography and sexting and the laws and consequences surrounding these activities.</p> <p><i>RS1, RS2, RS3, RS4, RS5, RS6</i></p>

<p>Year 9</p>	<p>Relationship and sex education</p> <p>1. Where's the best place to find out about relationships and Sex?</p> <p>- Reasons to have or delay sex</p> <p>2. Recognising and Managing Risks</p> <p>- Avoiding pressures if not ready</p> <p>3. What is consent and why it is so important?</p> <p>4. Domestic Violence and abuse</p> <p>5. Contraception and STI's</p>	<p>This scheme of learning revisits and build upon students previous learning of their statutory relationships and sex education. This begins with setting students up with the knowledge of how and where to access information and support about relationships and sex. Students then explore reasons to have or delay sex, how to recognise and manage risks along with ways to avoid pressures if not ready. Students then revisit and are reinforced with information around consent, contraception, STIs, the dangers of sexting and domestic violence and abuse. Finally, students explore choices in relation to pregnancy.</p>
	<p>6. Choices in relation to pregnancy</p> <p>7. The dangers of sexting</p>	<p><i>RS1, RS2, RS3, RS4, RS5, RS6</i></p>

Year 9	<p style="text-align: center;">Sexuality and Identity</p> <ol style="list-style-type: none"> 1. Inner and Outer identity 2. Stereotyping dangers 3. Sexuality and gender identity 4. LGBT+ Community 5. Homophobia and the consequences 6. Tolerance and respect 	<p>Continuing with the focus of relationships, students examine the topic of sexuality and identity. This has been timely situated within year 9, to coincide with when some students typically begin to question their sexuality and identity. We begin with students reflecting over their inner and outer identities and explore how these can be influenced. Linking back to previous learning in year 8, students investigate the dangers of stereotyping. Following this, students consider the differences between sexuality and identity and learn about the LGBTQ+ community. Subsequently, students address the issue of homophobia and its consequences along with ways in which the law protects the LGBTQ+ community. Finally, students study the theme of tolerance and respect, tying in all areas learnt and exploring view points and opposing arguments.</p> <p><i>RS2, RS3, RS4, RS5, RS6</i></p>
Year 10	<p style="text-align: center;">Relationships and Sex Education</p> <ol style="list-style-type: none"> 1. Healthy Relationships and avoiding unhealthy ones including misogyny 2. Health Relationships vs Controlling relationships 3. Domestic violence and abusive relationships 4. Consent and Rape 5. Good sex 6. Relationship break ups 7. Teen Pregnancy 	<p>This scheme of learning has been scaffolded and built upon since year 7. Students begin by looking at how to avoid unhealthy relationships, followed by looking at abusive and controlling relationships and why healthy relationships are so important throughout our lives. Students are then challenged to consider possible signs of domestic violence and abusive relationships. Students then build upon their previous learning on consent and look at how they can establish clear sexual boundaries. This is followed by a lesson exploring what makes 'good sex' and is it best to wait for someone you care about? The final two lessons look at how to manage relationships break ups and teenage pregnancy and what issues young parents face.</p> <p><i>RS1, RS2, RS3, RS4, RS5, RS6</i></p>
	<p style="text-align: center;">Relationships and sex education</p>	<p>Before students leave us, we guide them through their final set of relationship and sex education lessons. We begin by considering attitudes towards sex and address concerns around language and certain inappropriate behaviours. Next, we discuss</p>

Year		
11	<ol style="list-style-type: none"> 1. Attitudes towards sex 2. Managing unwanted attention with a link to dangers of image sharing 3. Social attitudes to nudes 4. How to gain consent 5. Contraception and STIs – Testing, places for support 6. Parenthood 7. Pregnancy outcomes 8. Pregnancy choices 	<p>ways to manage unwanted attention with a link to dangers of image sharing. Following this we explore how to gain consent and retrieve back on previous learning of contraception and STI's, with a focus on testing and places for support. We then move on to three final lessons based around pregnancy. Students are given the knowledge around choices, things to consider before planning to conceive and how to stay safe.</p> <p><i>RS2, RS3, RS4, RS5, RS6</i></p>

Within the Science Curriculum:

Year 7 – half a term spent on sex education from a biological viewpoint. This includes male and female reproductive organs, puberty, hormones, contraception, pregnancy, and birth.

Year 9: 2 lessons spent on sexual health including STIs and contraception.

Year 11: How different forms of contraception work on the body, especially hormonal forms

Year 7, 9 and 11: Complete lessons on STIs

Within the Drama Curriculum:

In year 7 we cover Families, Respectful Relationships, including Friendships and Online and Media.

In year 8 we cover Relationships, including Friendships and Families

In year 9 we cover Families; Respectful relationships, including friendships and Online and Media

In year 10 we cover Respectful Relationships, including Friendships

In year 11 we cover Respectful Relationships, including Friendships

Within the RE Curriculum:

We explore families in year 8,9 and at GCSE - we look at the different types of families, why family is important and the Christian views about family life.

We study positive and negative relationship in year 8

Regarding Sexual Relationships we look at pre-marital and extra marital sex and the Christian views on it. Year 9 and GCSE

The Brittons Academy

Organisation, Content and Assessment of Relationships and Sex Education

Relationships and Sex Education is delivered through the PSHE Programme at The Brittons Academy, as well as throughout the wider curriculum including Science lessons, as well as in Religious Education and Child Development. Online safety is part of the PSHE and Computing curriculum and elements of Health Education are also delivered through the National Curriculum for PE and Food Technology.

Much of the Relationships and Sex Education takes place within PSHE lessons. Teachers within that department generally deliver the PSHE Curriculum with support from professionals where appropriate. RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction and there is no right to withdraw from these elements.

Following the guidance from the PSHE Association, assessment is carried out informally at the end of every module and will include a variety of teacher and self-assessment of knowledge and understanding as well as interpersonal skills, and evaluation of attitudes. Students have the opportunity for self-reflection and evaluation of their overall experience, the content and the delivery of the topic at the end of every unit.

Schemes of learning and resources made have been created and amended by Brittons teachers, for Brittons students, ensuring they meet the needs of our cohort and context; where appropriate we have purchased resources from trustworthy external companies and adapted these for the needs of our students. Parents and carers are warmly invited to come into school to view teacher resources used in the delivery of these lessons.

Responsibility

It is the responsibility of the PSHE Co-ordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall Academy plans for monitoring the quality of teaching and learning.

The member of staff responsible for overseeing the quality of the RSE delivery at Brittons Academy is Miss J Foley: jfoley@elatschools.co.uk

Appendix: The Relationships and Sex Education Curriculum at the Brittons Academy

PSHE Education

Year Group	Topics
Year 7	Mental Well being Healthy and unhealthy relationships Healthy Lifestyles RSE –Consent, Contraception and STIs Puberty Personal Safety - Bleeding injuries (First Aid)

Year 8	Smoking Alcohol Drugs, including County Lines Diversity Positive mindset
	RSE – Risk of Child Sexual Exploitation, Stalking and Harassment Personal Safety – Head injuries (First Aid)
Year 9	Self-Examinations RSE - Consent, FGM, Online Safety, Forced Marriages, Unplanned pregnancies Extremism and Radicalisation Personal Safety – CPR (First Aid) Fake News Gambling Pornography
Year 10	Respectful Relationships Contraceptive options Coercive and Abusive Relationships Break-ups Wellbeing – Sleep, CPR, Positive Body image.
Year 11	Long Term Relationships Intimate Relationships Fertility and Healthy Pregnancies Break-ups CPR

We work with expert external delivery providers as well as our own staff to explore the more complex aspects of sexual health and relationships education.

Common threads that run through our assembly programme for all year groups aim to cultivate and develop resilience and character in the individual. These include character traits such as belief in achieving goals and preserving with tasks as well as personal attributes such as honesty, integrity, courage, humility, kindness which are under-pinned by an understanding of the importance of self-respect, self-worth and developing empathy.

Hacton Primary School

Organisation and Content of Relationship and Sex Education

The Relationship and Sex Education programme at Hacton Primary School is tailored to the age and physical and emotional maturity of the students. We believe in providing every student with open, honest and accurate lessons all about relationships. Through the school's ethos and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world.

Starting relationships sex education at Key Stage 1 and developing it throughout the primary school year's enables children to acquire information from positive attitudes, developing the skills necessary for effective communication. This will lead to responsible decision making and positive behaviour in the context of a healthy family life, loving relationships and respect for others.

Through our comprehensive Relationships Sex Education provision, we aim to provide all students with:

- the knowledge and understanding of a variety of relationships;
- the ability to identify any concerns they have about a relationship;
- coping strategies and an awareness of how and where to seek support;
- an understanding of their rights and responsibilities within a range of relationships;
- an awareness of the process of growing up and the changes they and others will experience;
- an understanding of the characteristics of positive relationships.

Our Relationships Sex Education curriculum supports the objectives set out by the PSHE Association which meet the statutory requirements for Key Stage 1 and 2. It forms a core part of our comprehensive Personal, Social and Health Education (PSHE) curriculum.

A range of teaching methods will be used during the delivery of Relationship and Sex Education to ensure that students are being provided with age related knowledge and understanding. Where possible, class teachers will carry out the delivery of these lessons.

Inclusion

The Relationship and Sex programme delivered at Hacton is sensitive to the needs of the different ethnic groups and children with specific needs. As a result, Hacton will respond and adapt lessons for specific students and will take specialist advice where necessary. This will often be the case for those children who are part of the Hearing Impaired Unit and have a sign language as their first language.

Responsibility

It is the responsibility of the PSHE coordinators, alongside the staff members who deliver this programme, to oversee, monitor and evaluate Sex and Relationship Education at Hacton Primary School. The member of staff responsible for overseeing the quality of the RSE delivery is Sarah Mitchell:

smitchell@elatschools.co.uk

Appendix: The Relationship and Sex Education Curriculum at Hacton Primary School: Relationship Education

Year	Unit	Lesson Titles
1	TEAM –Together Everyone Achieves More	Listening, Being Kind, Bullying and Teasing, Brilliant Brains, Making Good Choices
	Be Yourself	Marvellous Me, Feelings, Things I like, Uncomfortable Feelings, Changes, Speak Up!
2	VIP's	Families, Friends, Falling Out, Working Together, Showing You Care,
	Growing Up	Is it OK?, Pink & Blue, Look at Me Now, Getting Older, Changes
3	TEAM –Together Everyone Achieves More	A new Start, Working Together, Being Considerate, When Things Go Wrong, Responsibilities
	Be Yourself	Pride, Feelings, Express Yourself, Know Your Mind, Media Wise, Making it Right
4	VIP's	Making Friends, Staying Friends, Is this a Good Friend?, Falling Out, Bullying, Anti-Bullying.
	Growing Up	Changes in Girls, Changes in Boys, Changes in Boys and Girls, Relationships and Families
5	TEAM –Together Everyone Achieves More	Communicate, Collaborate, Compromise, Care, Shared Responsibilities
	Be Yourself	You Are Unique, Let It Out!, Uncomfortable Feelings, The Confidence Trick, Do the Right Thing, Making Amends
6	VIP's	Family and Friends, Think Before You Act, It's OK to Disagree! You Decide, Secrets, False Friends
	Growing Up	Changes Bodies, Emotional Changes, Just the Way You Are, Relationships.

Relationship Sex Education

Year	Unit	Lesson Titles
2	Growing Up	Our Bodies
4	Growing Up	Human Reproduction, Where Do I Come From?
6	Growing Up	Let's Talk about Sex, Human Reproduction

The curriculum is supplemented with 'drop down' days and workshops depending on quality and availability. This has included NSPCC Assemblies, Drugs and Alcohol Week, Internet and Online Safety days.

Ardleigh Green Infant School

Organisation and Content of Relationship and Sex Education

At Ardleigh Green Infant School, we follow the Jigsaw PSHE Scheme to support teaching and learning in PSHE. We have adapted The Relationship and Sex Education modules covered within the scheme to meet the needs and emotional maturity of our pupils. We provide a safe, stimulating learning environment, enabling pupils to express their thoughts and feelings, with consideration for others, developing emotional resilience and social skills.

The Jigsaw PSHE scheme meets statutory requirements for the Early Years Framework and National Curriculum for Key Stage One. Jigsaw offers half termly topics which are consistent throughout the children's learning journey (EYFS to Year 6) to develop pupils' knowledge, skills and understanding of key topics, enabling them to become confident, responsible members of the wider community.

Through our comprehensive Relationships and Sex Education provision, we enable pupils to:

- know and understand what constitutes a healthy lifestyle;
- develop their understanding of safety;
- identify key qualities of a positive relationship;
- have respect for others and celebrate diversity;
- address stereotypes;
- respect our own and others' privacy;
- be independent and responsible members of the wider community;
- develop confidence and self-esteem, and make informed choices regarding personal and social issues.

Inclusion

The Relationship and Sex programme at Ardleigh Green Infant School values and celebrates each unique child on their own unique learning journey. It supports our school vision that by working together and learning together, everyone grows. To support every child, staff will adapt lessons and take specialist advice where necessary.

Responsibility

It is the responsibility of the PSHE coordinators, alongside the staff members who deliver this programme, to oversee, monitor and evaluate Sex and Relationship Education at Ardleigh Green Infant School. The members of staff responsible for overseeing the quality of the RSE delivery are Gemma Foulser and Lucy Adams:

PSHE Lead: GFoulser@elatschools.co.uk

Curriculum Lead: LAdams1@elatschools.co.uk

Appendix: The Relationship and Sex Education Curriculum at Ardleigh Green Infant School: Relationship Education

Year	Unit	Lesson Titles
-------------	-------------	----------------------

R	Autumn 1 st - Being Me in My World	Belonging, Emotions, The Ardleigh Green Team, Kind Hands, Our Rights and Responsibilities.
1		Belonging, Our Rights and Responsibilities, The Ardleigh Green Team, Choices and Consequences, Our Learning Environment.
2		Hopes and Fears, Belonging, Our Rights and Responsibilities, Choices and Consequences, Our Learning Environment, The Ardleigh Green Team.
R	Autumn 2 nd – Celebrating Difference	Celebrating Me and You, We are Special, My Family, My Home, My Friends, Stand Up!
1		You, Me & We, Bullying, Speak Up!, New Friends.
2		Stop the Stereotypes, Bullying, Speak Up!, You are Unique!
R	Spring 1 st – Dreams and Goals	Perseverance and Resilience, Setting Goals, Kind Words, When I Grow Up, My Achievements.
1		Setting Goals, How I Learn Best, Celebrate Together, Ready For A Challenge, Overcoming Obstacles.
2		Setting Goals, See My Strengths, No I in Team, Problem Solvers, Sharing Success.
R	Spring 2 nd – Healthy Me	Exercise, Food, Sleep, Personal Hygiene, Stranger Danger.
1		Healthy Lifestyle, Personal Hygiene, Keeping Safe Everywhere, I am Amazing!
2		Healthy Lifestyle, And Relax, Keeping Safe Everywhere, Food Glorious Food.
R	Summer 1 st – Relationships	Going to Work, Tackling Loneliness, Problem Solving, Kindness, Calm Me Time, A Good Friend.
1		Role Models, Kind Friends, Reaching Out, Our Community, Celebrate Me, Celebrate Us!
2		Role Models, Reaching Out, Compromise over Conflict, Honesty and Building Trust.
R	Summer 2 nd – Changing Me	Body Parts, Healthy Lifestyles, Life Cycles, Year 1 Transition
1		Life Cycles, Embracing Change, Growth Mindset, Respect and Privacy, Year 2 Transition
2		Life Cycles, Embracing Change, Growth Mindset, Respect and Privacy, Year 3 Transition

In addition to our detailed Relationships and Sex Education scheme, we value the support of workshops depending on quality and availability. This has included NSPCC Assemblies, Internet and Online Safety days.

Ardleigh Green Junior School

Organisation and Content of Relationship and Sex Education

Here, at Ardleigh Green Learning Federation we value PSHE as one way to support children's development as unique individuals, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme. To support the delivery of PSHE, we have adopted the national Jigsaw Programme, which provides comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

At AGLF we allocate a weekly session for PSHE in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Underpinning all that we do are the key values of **RESPECT** and **EQUALITY** underpinned by our five learning behaviours of:

Resilience, Responsibility, Reflectiveness, Readiness and Resourcefulness.

The following shows the RSE themes are taught across the Junior School.

Year	Unit	Lesson Titles
3	Relationships	Family Roles and Responsibilities, Friendship, Keeping Myself Safe Online, Being a Global Citizen 1 and 2, Celebrating My Web of Relationships
	Changing Me	How Babies Grow, Babies, Outside Body Changes, Inside Body Changes, Family Stereotypes, Looking Ahead
4	Relationships	Jealousy, Love and Loss, Memories, Falling Out, Girlfriends and Boyfriends, Celebrating my Relationships with People and Animals
	Changing Me	Unique Me, Having a Baby, Girls and Puberty, Circles of Change, Accepting Change, Looking Ahead
5	Relationships	Recognising Me, Safety with Online Communities, Being in an Online Community, Online Gaming, My Relationship with Technology, Relationships and Technology
	Changing Me	Self and Body Image, Puberty for Girls, Puberty for Boys, Conception, Looking Ahead 1 and 2

6	Relationships	What is a Mental Health? Mental Health, Love and Loss, Power and Control, Being Online, Using Technology
	Changing Me	My self-image, Puberty, Babies, Boyfriends and Girlfriends, Real self and ideal self, The Year Ahead.

Sex Education

The DfE Guidance 2019 recommends that all primary schools ‘have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. Schools are to determine the content of sex education at primary school. Sex education ‘should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born’.

At AGLF, we believe children should understand the facts about human reproduction before they leave primary school. Our established Sex Education programme has historically been taught in Year 5 covering the following key units -

- What happens during puberty?
- How boys’ bodies grow and develop.
- How girls’ bodies grow and develop.

In Year 6, we cover the following key units -

- How babies are made.
- Enjoying growing up.

To access the materials, please click on the following link

https://www.healthpromotion.ie/health/inner/busy_bodies

Right to Withdraw

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance.

At AGLF, puberty is taught as a statutory requirement of Health Education. We believe that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this. (Year 6).

Roles and Responsibilities

The Governing Body will approve the PSHE Policy (Last approved in 2019) and hold the headteacher to account for its implementation. The Senior Leadership Team will work with PSHE Subject Leader to ensure PSHE and RSE is taught consistently across the federation in accordance with this policy.

Staff and the subject leader are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes towards RSE
- Monitoring the implementation of the policy
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory element of the programme.

The headteacher is responsible for managing parental requests to withdraw their child from the Relationships and Sex Education aspects of the PSHE curriculum.

Monitoring and Review

The Learning and Achievement Committee of the Governing Body monitors this policy on an annual basis. This committee reports its findings and recommendations to the Full Governing Body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Appendix 1: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	