



St Edward's
Church of England
Academy

RECOGNISE • **E**NCOURAGE • **S**TRIVE • **P**REPARE • **E**MPATHISE • **C**HRISTIAN • **T**EAMWORK

Relationships and Sex Education Policy 22-23

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Statutory Policy

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THE VISION FOR EDUCATION WITHIN A CHURCH OF ENGLAND ACADEMY

There are fundamental reasons, rooted in the Bible, which have motivated centuries of Christian involvement in schooling in this country and around the world. The God of all creation is concerned with everything related to education.

There is a fresh articulation of the Church of England's vision for education as we meet the challenges and take the opportunities offered by the present situation. The vision is not simply for Church schools but, recognising the Church's involvement in education over many centuries, the Church of England seeks to promote educational excellence everywhere, for everyone. In Church schools like St Edward's Church of England Academy, the deeply Christian foundation for this vision will be seen explicitly in teaching and learning both in RE and across the curriculum, and also in the authentically Christian worship and ethos. The Church's vision for education can be expressed and promoted as one of human flourishing that inspires what the school is and does.

The vision is deeply Christian with the promise by Jesus of 'life in all its fullness' at its heart. This vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people. We offer a vision of human flourishing for all, one that embraces excellence and academic rigour, within a wider framework. This is worked out theologically and educationally through four basic elements which permeate our vision for education:

- Wisdom
- Hope
- Community
- Dignity

The vision, in line with the Church of England's role as the established Church, is for the common good of the whole community and its environment, whether national, regional or local. It is hospitable to diversity, respects freedom of religion and belief, and encourages others to contribute from the depths of their own traditions and understandings. It invites collaboration, alliances, negotiation of differences, and the forming of new settlements in order to serve the flourishing of a healthily plural society and democracy, together with a healthily plural educational system.

ST EDWARD'S CHURCH OF ENGLAND ACADEMY VISION, ETHOS AND VALUES

The Vision for Education at our Academy

At St Edward's Church of England Academy, we are commissioned to celebrate and support the talents and potential of all in our community (Matthew 28: 18-12). In our Academy, we are all journeying together in order to learn through faith, grow through hope and achieve through love (Corinthians 13:13), allowing all to live life in all its fullness (John 10:10).

We are an avowedly inclusive community where all are welcomed, supported and celebrated for all they are and for all they do. Our Academy is a place of and a space for flourishing and fulfilment because here...

...we are 10:10 people.

The ethos and values of St Edward's Church of England Academy are based on the teachings of Jesus Christ and underpin everything that we are and everything that we do, which is encompassed in the word '**RESPECT**'.

Each letter links to the Academy motto – *Learn for Life*.

'Learn for Life'

- Recognise and Encourage everyone's potential, individual skills and talents
- Strive to be the best we can be
- Prepare for the challenges of life
- Empathise – promoting the values of respect, kindness, compassion, fairness, forgiveness, love, honesty and trust
- Christian – a community where we learn from the teachings of Jesus so that we can contribute to the family of St Edward's and beyond
- Teamwork – an environment where we work together so we can all achieve our potential

1. The aims of relationships and sex education (RSE)

- 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

2. Attitudes and values

- Learning the importance of values, individual conscience and moral considerations and possible legal sanctions
- Learning the value of family life, stable and loving relationships
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision-making

3. Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse by adults and peers
- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception and the range of local and national sexual health advice, contraception and support services

- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay
- The avoidance of unplanned pregnancy

4. Statutory requirements

As an academy we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but 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 St Edward's we teach RSE as set out in this policy.

5. Policy development

This policy has been developed in consultation with staff, trustees, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff and trustee 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 attend a meeting 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 Trustees and ratified

6. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about 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.

7. 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 they are fully informed and don't seek answers online.

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

8. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum and is delivered by House Tutors or by specialist teachers when appropriate. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE), PE, Computing and Creative Studies.

At Key Stage 2

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

At Key Stage 3

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

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) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

9. Roles and responsibilities

9.1 The Trustees

The Board of Trustees will approve the RSE policy, and hold the Principal to account for its implementation.

9.2 The Principal

The principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see section 8).

9.3 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/non-science 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.

All teaching staff, including House Tutors, House Leaders, Faculty Leaders and SLT teach elements of the RSE curriculum with resources provided to them by the Wider Curriculum Leader.

9.4 Pupils

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

10. Dealing with sensitive issues

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE. The protocols for discussion-based lessons with pupils are that:

No one (teacher or pupil) will have to answer a personal question

No one will be forced to take part in a discussion

The correct names for body parts will be used, but some discretion may be allowed in order to clarify where necessary.

Meanings of words will be explained in a sensible and factual way;

Teachers may use their discretion in responding to questions and may say that the appropriate person to answer the question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the Academy's Child Protection/Safeguarding Policy in this matter.

11. Parents' right to withdraw

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/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the Principal. When the Principal receives such a letter, he/she will invite the parents to a meeting, at which the Principal will explain clearly what the Academy's policy is and seek to

accommodate the wishes and/or concerns of the parents. If that is not possible the pupil will be withdrawn from RSE and placed in another class where suitable work and supervision will be provided.

12. Visitors contributing to RSE

From time to time, as part of a planned unit of work, the Academy will invite in local experts on issues relating to RSE as well as using health and other professionals associated with the Academy. All Academy associate health and other professional and visitors will be asked to conform to the following:

- Visitors contributing to RSE will do so at the invitation of the Academy and will be qualified to make an appropriate contribution
- Visitors must agree with the aims of the Academy in delivering its policy on RSE
- Visitors will follow the Academy's child protection procedures if a disclosure occurs within the classroom setting
- Visitors will know and understand and demonstrate where their contribution fits into the Academy's programme for RSE and PSHE.

13. Services to Young People provided by the Academy

The Academy provides services for its young people. These services are provided by health and other professionals attached to the school.

Outside the teaching situation, health professionals can give one-to-one advice or information to a pupil on a health-related matter including contraception but this will be within the wider bounds of this policy with the understanding that parental consultation will take place.

The Academy educates and publicizes where to obtain external confidential advice and support for e.g. – Childline, NSPCC, Stonewall etc.

14. 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.

16. Monitoring arrangements

RSE will be monitored by the Academy's Wider Curriculum Leader and SLT. It is the Leader's responsibility to:

- a) ensure that RSE occurs in the Academy's curriculum according to the schemes of work for PSHE
- b) monitor the use of teaching and learning styles
- c) monitor the use of teaching materials
- d) evaluate the effectiveness of the Academy's programme.

The delivery of RSE is monitored by the Wider Curriculum Leader through, book trawls, learning walks, staff and pupil voice surveys.

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

This policy will be reviewed by the Wider Curriculum Leader and Vice Principal for Personal Development every year. At every review, the policy will be approved by the Board of Trustees.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Spring 1	Family and friends – Things that cause conflict between me and my friends What I do when my friend makes me upset	Twinkl, staff made Premier League Primary Stars
	Summer 1	Its ok to disagree – managing arguments, being respectful You decide – making decisions, peer pressure, resilience Secrets – what are secrets, when not to keep a secret NSPCC PANTS – the pants rule, knowing what it ok and what to do if you are uncomfortable or worried Love and diversity – why love is important, it is ok to love who you love Marriage KS2 version – families, roles in families, different types of weddings and families (religious, civil, gay marriage) Being inclusive- challenging bullying and stereotypes, being a good friend, respecting others and celebrating difference Body image – self-confidence, acceptance, media influence	EC Resources (TES/primary) NSPCC Pants campaign EC Resources/ teacher made EC Resources (TES/primary) Twinkl EC Resources (TES/primary)
Year 6	Spring 1	Friendship and bullying – managing friendships and anti-bullying What makes a good friend? Fear of missing out – managing peer pressure Debating an opinion – being respectful and how to discuss an issue	EC Resources EC Resources EC Resources EC Resources
	Summer 1	Loving relationships - self-respect and how this links to their own happiness, respecting others Building connections – loneliness, how we can help ourselves and others ‘That’s so gay!’ how words can hurt people, not using gay as an insult Consent (Ks2 version) When it is ok to say no, personal space, rights to privacy	EC Resources Public Health England Story book Twinkl/Stonewall EC Resources (TES/primary)



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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Spring 1	Families – roles and stereotypes, importance of family Personal Identity – what makes us who we are? Gender and sexuality discussed – using the correct terms, respecting others Being a good friend – how to be a good friend Managing Peer pressure – saying no, decision making, managing risk FOMO – online time and online safety	EC Resources EC Resources ThinkyouKnow ThinkyouKnow ThinkyouKnow / teacher made Public Health England
	Summer 1	Positive relationships – peer friendships, with adults, understanding feelings, what to do if a relationship makes you uncomfortable Romance and relationships – first relationships, managing feelings and understanding feelings Consent – boundaries, privacy, personal space Bullying or Banter? Use of language, how we treat others, harassment	EC resources EC resources EC resources EC resources



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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Spring 1	Orientation and gender identity – effects of bullying, stereotypes in the community, what Pride is, how to support a friend, LGBT bullying and rights – how LGBT people are treated around the world, what rights do people have? Relationship values – in a friendship/romance – how to do the right thing, looking after yourself and others	EC PSHE Resources/TES/ teacher made/ Stonewall EC PSHE Resources/TES EC PSHE Resources/TES EC PSHE Resources/TES EC PSHE Resources/TES
	Summer 1	Teenage runaways / family relationships Consent – in relationships, your body Something is not right – gaslighting, manipulation and understanding your emotions in a relationship, where to get help Sex and the Law – the laws surrounding sex, know your rights Grooming – the stages of grooming, what to look out for, where to get help STIs and Contraception – pupils’ chance to ask Qs, health screening County Lines / Gangs - what are county lines gangs, how they work and how to keep safe	Resources from PSHE Association LoudMouth PSHE resources LoudMouth PSHE resources LoudMouth PSHE resources Lesson and discussion delivered by science teacher Resources from Local Safeguarding team



Appendix 2: By the end of Year 6 pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed



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TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none">• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs• Practical steps they can take in a range of different contexts to improve or support respectful relationships• The conventions of courtesy and manners• The importance of self-respect and how this links to their own happiness• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help• What a stereotype is, and how stereotypes can be unfair, negative or destructive• The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none">• That people sometimes behave differently online, including by pretending to be someone they are not• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met• How information and data is shared and used online



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TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none">• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know• How to recognise and report feelings of being unsafe or feeling bad about any adult• How to ask for advice or help for themselves or others, and to keep trying until they are heard• How to report concerns or abuse, and the vocabulary and confidence needed to do so• Where to get advice e.g. family, school and/or other sources



Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none">• That there are different types of committed, stable relationships• How these relationships might contribute to human happiness and their importance for bringing up children• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony• Why marriage is an important relationship choice for many couples and why it must be freely entered into• The characteristics and legal status of other types of long-term relationships• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed



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TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendship (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online



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TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment