




Relationships and Sex Education Policy
Summer 2024

THE
C  **MPASS**
PARTNERSHIP OF SCHOOLS

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1. Aims

The over-arching aim of RSE is to help children and young people to develop the knowledge, skills, attitudes and values to become healthy, happy, safe, confident, respectful and responsible citizens – both now and in the future.

The main objectives of the curriculum are:

- to help and support children and young people in their physical, emotional, social, intellectual, and moral development;
- to help children and young people to learn to understand and respect themselves and others, and to move with confidence from childhood through adolescence and into adulthood;
- to provide knowledge and understanding about all relationships (including loving relationships, the nature of healthy sexual relationships and the process of human reproduction);
- for children and young people to acquire attitudes that prepare them to view their own relationships and physical changes in a healthy and responsible manner;
- to provide information that respects all cultures and viewpoints
- to provide information that is accurate, honest and easy to understand at the children and young people's level of development (including

the law as it relates to topics such as consent, marriage and civil partnership, equality, child protection and safeguarding).

Schools within the Compass Partnership ensure RSE is compliant with the *Equality Act 2010* and supports our fulfilment of the *Public Sector Equality Duty*, which requires schools to have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We follow the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Compass schools we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. 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 consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to comment and question on this 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 governors and ratified

4. 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.

5. Curriculum

Our RSE curriculum is incorporated within our wider PHSE curriculum, the specific RSE content for each year group is set out in green text. See Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) and computing.

Our curriculum sets the key knowledge children need to learn in small manageable chunks, ensuring children leave us with a solid understanding of PHSE.

Our curriculum incorporates the use of the following published resources:

'Teaching RSE with confidence in primary schools' – A comprehensive resource to support the teaching of Relationship and Sex Education in an age-appropriate way.

'No Outsiders' – A series of lessons designed to teach primary school aged children about the equalities act in an age-appropriate way through the use of high quality texts.

As with all national curriculum subjects, teachers ensure lessons are adapted and scaffolded to enable children with special educational needs to access learning in accordance with their age and stage.

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
- Conception and Birth (year 6)

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 make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of adaptation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage

- Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they are going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 Trustees and Local Governing Committees

Trustees will approve the RSE policy,

The local governing committee will hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

8.3 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/carers 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 headteacher.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the [non-statutory/non-science] components of sex education within RSE. These units are those two highlighted in the year 6 curriculum – see appendix 1

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

10. Training

The headteacher ensures teachers have the appropriate training and support required to deliver RSE effectively.

The headteacher 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.

11. Monitoring, Evaluation and Review

The Board of Trustees will assess the implementation and effectiveness of this policy. The policy will be promoted and implemented throughout all Trust schools.

This policy will be reviewed by the Board of Trustees on a two-yearly cycle.

Adherence to the policy will be monitored by the local school committee.

Policy adopted:	Spring Term 2024
Other related policies:	Behaviour and Relationships Equalities Inclusion Safeguarding including Child Protection
Next Review:	Spring 2026

<ul style="list-style-type: none"> • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing <p>No Outsiders 1.2 Key learning - To join in Suggested Text: Going to the Volcano by Andy Stanton</p>	Lifebuoy - ' <u>Soaper Heroes'</u> lesson plans (KS1 – 5-8)		
<p>Living in the wider world Money; making choices; needs and wants</p> <p>Key Question: What can we do with money?</p> <ul style="list-style-type: none"> • what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this <p>No Outsiders 1.3 Key learning – to find ways to play together. Suggested Text: Want to play trucks? By Ann Stott and Bob Graham</p>	Experian - Values, Money and Me (KS1) <u>Do the right thing</u> <u>Hero or Zero</u>	DT/History RNLI Rescue-charities	Money Charity
<p>Health and wellbeing Keeping safe; people who help us</p> <p>Key Question: Who helps to keep us safe?</p> <ul style="list-style-type: none"> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people <ul style="list-style-type: none"> - who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard 		Computing Online Safety- what to do if you need help DT/History RNLI Rescue-charities	Safety Secret Accident

	<ul style="list-style-type: none"> - how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say • The difference between secrets and nice surprises (that everyone will find out about eventually) and that some secrets may hurt other or ourselves <p>No Outsiders 1.4 Key learning – Proud to be me Suggested Text: Hair, It's a Family Affair by Mylo Freeman</p>			Proud
	<p>Living in the wider world Ourselves and others; the world around</p> <p>Key Question: How can we look after each other and the world?</p> <ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be polite and courteous; <ul style="list-style-type: none"> - What it feels like to be bullied. To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. - how people and animals need to be looked after and cared for • Listen to other people and play and work cooperatively <ul style="list-style-type: none"> - strategies to resolve simple arguments through negotiation - To communicate their feelings to others, to recognise how others show feelings and how to respond using simple language • Recognise people have responsibilities to share and understand the need to return things that have been borrowed and take turns. <ul style="list-style-type: none"> - the responsibilities they have in and out of the classroom • what can harm the local and global environment; how they and others can help care for it <ul style="list-style-type: none"> - Considering what improves and harms their natural environment. <p>No Outsiders 1.5 Key learning – I share the world with lots of people. Suggested Text: My World Your World by Melanie Walsh</p>	<p><u>Alzheimer's Society - Creating a dementia-friendly generation (KS1)</u></p> <p><u>Experian - Values, Money and Me (KS1) – Costing the Earth</u></p> <p><u>mhinkuknow: Jessie and Friends (Lesson 2)</u></p>	<p>Computing Online Safety- what to do if you need help</p> <p>DT/History RNLI Rescue-charities</p> <p>Geography- Environment al study- Recycling</p> <p>DT Single use plastic</p>	Bully Responsibility Environment

	<p>Relationship Ourselves and others; similarities and differences; individuality; our bodies</p> <p>Key Question: What is the same and different about us?</p> <ul style="list-style-type: none"> • what makes them special and how everyone has different strengths <ul style="list-style-type: none"> - what they like/dislike and are good at - how their personal features or qualities are unique to them - how they are similar or different to others, and what they have in common • developing a basic understanding of disability and celebrate difference. <ul style="list-style-type: none"> - To understand that we are all different but can still be friends • <i>to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</i> <ul style="list-style-type: none"> - <i>to understand that our bodies belong to us, and we have a right to say no to them being touched</i> - <i>to know that doctors and some adults may need to touch you to help you with your consent</i> <p>No Outsiders 1.6 Key learning – To Work Together Suggested Text: Errol's Garden by Gillian Hibbs</p>	<p>PSHE Association – Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference'</p> <p>NSPCC – The underwear rule resources (PANTS)</p> <p>CWP – Yr1 – Lesson 1,2</p>	<p>Science-Body Parts</p>	<p>Bodies Similar Different Boy Girl Male Female Private parts Penis Vulva</p> <p>Cooperation</p>
YR	Curriculum Content	Resources/ notes	Curriculum Links	Key Vocabulary
2	<p>Relationships Friendship; feeling lonely; managing arguments</p> <p>Key Question: What makes a good friend?</p> <ul style="list-style-type: none"> • Respect for self and others <ul style="list-style-type: none"> - Identify and respect the differences and similarities between people. - Celebrating and recognise strengths and setting goals. • how people behave when they are being friendly and what makes a good friend <ul style="list-style-type: none"> - how to make friends with others • how to recognise when they feel lonely and what they could do about it • how to resolve arguments that can occur in friendships 		<p>Children continue to develop understanding of difference and individuality and how to use this to make friends</p>	<p>Similar Different</p>

<ul style="list-style-type: none"> - how to ask for help if a friendship is making them unhappy • How to learn from experiences. <p>No Outsiders 2,1 Key learning – To welcome different people Suggested Text: Can I join your club? By John Kelly and Steph Laberis</p>		<p>No outsiders project helps to continue to build understanding of inclusion, respect and equality</p>	<p>Disability Equality</p>
<p>Relationships Behaviour; bullying; words and actions; respect for others</p> <p>Key Question: What is bullying?</p> <ul style="list-style-type: none"> • People and other living things have rights and that everyone has responsibilities to protect those rights. • Sharing opinions and explaining views. Recognising what is fair and unfair, kind and unkind, right and wrong. To offer constructive support and feedback <ul style="list-style-type: none"> - how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe <ul style="list-style-type: none"> - To judge what physical contact is acceptable and what is not. • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable . <ul style="list-style-type: none"> - Understand that feelings as well as bodies can be hurt. - how to respond if this happens in different situations - how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so <p>No Outsiders 2.2 Key learning – To have self-confidence Suggested Text: Hot to be a lion by Ed Vere</p>		<p>Children build on their initial discussion of bullying from Year 1</p> <p>Children begin to understand what consent means build on understanding that we have private parts</p> <p>Religion and World views</p>	<p>Rights Permission Consent</p> <p>Confidence</p>
<p>Living in the wider world People and jobs; money; role of the Internet</p> <p>Key Question: What jobs do people do?</p> <ul style="list-style-type: none"> • How they belong to groups and communities. • how jobs help people earn money to pay for things they need 	<p>Experian - Values, Money and Me</p> <p><u>Charity Job Week (KS1)</u></p> <p><u>I want it</u></p>	<p>Builds on money learning from Year 1</p>	<p>Career Job</p>

<ul style="list-style-type: none"> and want about a range of different jobs, including those done by people they know or people who work in their community how people have different strengths and interests that enable them to do different jobs how people use the internet and digital devices in their jobs and everyday life <p>No Outsiders 2.3 Key learning – To understand what diversity is Suggested Text: The Great Bog Book of Families by Mark Hoffman and Ros Asquith</p>			Diversity
<p>Health and wellbeing Keeping safe; recognising risk; rules</p> <p>Key Question: What helps us to stay safe?</p> <ul style="list-style-type: none"> how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) <ul style="list-style-type: none"> That household products, including medicines, can be harmful if not used properly. how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them <ul style="list-style-type: none"> how not everything they see online is true or trustworthy and that people can pretend to be someone they are not What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy and to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'. <ul style="list-style-type: none"> how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them <ul style="list-style-type: none"> About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they 	<p><u>mhinkuknow: Jessie and Friends (Lesson 3).</u></p> <p>PSHE Association – Drug and Alcohol Education (Year 1-2) Lesson 2/3</p>	<p>Children continue their thread of understanding what makes them safe from Year 1 Build on the understanding of consent into privacy</p> <p>Online Safety Passwords and Privacy Significant individual- Florence Nightingale/Mary Seacole-NHS Caring</p> <p>Safety- Great Fire of London</p>	Privacy

<p>need their help, including dialling 999 in an emergency.</p> <p>No Outsiders 2.4 Key learning – To think about what makes a good friend Suggested Text: Amazing by Steve Antony</p>			
<p>Health and wellbeing Being healthy: eating, drinking, playing and sleeping Key Question: What can help us grow and stay healthy?</p> <ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest <ul style="list-style-type: none"> - that eating and drinking too much sugar can affect their health, including dental health - how to be physically active and how much rest and sleep they should have everyday - that there are different ways to learn and play; how to know when to take a break from screen-time - how sunshine helps bodies to grow and how to keep safe and well in the sun - How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading. • how people grow and change and how people's needs change as they grow from young to old <ul style="list-style-type: none"> - <i>Understanding the processes of reproduction and growth in animals. (the focus on recognising growth not how reproduction occurs (cross- curricular link to science)</i> - Process of growing old and changing needs (cross-curricular link to science). • <i>To identify differences between males and females</i> <ul style="list-style-type: none"> - <i>To explore some of the differences between males and females and to understand how this is part of the lifecycle</i> - <i>To focus on sexual difference and name body parts</i> • <i>To introduce the concept of gender stereotypes</i> <p>No Outsiders 2.5 Key learning – To communicate in different ways</p>	<p>PSHE Association - Dental Health (Recap) PSHE Association - The Sleep Factor (KS1)</p> <p>CWP – Yr 2 Lesson 1 Lesson 2 Lesson 3</p>	<p>Children continue to understand how to stay healthy</p> <p>Children build on understanding of naming different body parts and start to understand growth</p> <p>Significant individual- Florence Nightingale/Mary Seacole-NHS Caring Science Living things, basic needs, diet and exercise</p>	<p>Stereotypes Gender roles Boy Girl Male Female Private parts Penis Vulva Life cycle</p> <p>Communication</p>

<p>Suggested Text: What the Jacksaw Saw by Julia Donaldson and Nick Sharratt</p>			
<p>Health and wellbeing Feelings; mood; times of change; loss and bereavement; growing up Key Question: How do we recognise our feelings?</p> <ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) <ul style="list-style-type: none"> - what helps them to feel good, or better if not feeling good • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust <ul style="list-style-type: none"> - how to recognise when they might need help with feelings and how to ask for help when they need it <p>No Outsiders 2.6 Key learning – To know I belong Suggested Text: All Are Welcome by Alexandra Penfold and Suzanna Kaufman</p>	<p>PSHE Association – Mental health and wellbeing lessons (KS1)</p> <p><u>Winston's Wish – Loss and bereavement</u></p>	<p>Children build on learning around feelings, similarities, differences and themselves and begin to explore feelings and their affect.</p>	<p>Manage Feelings</p> <p>Belonging</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	What is the same and different about us?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?

Appendix 3: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		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/carers	