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Cornerstone Academy Trust
Relationships Education (RSE) Policy

The Cornerstone Academy Trust (TCAT) - Policy Statement

This policy covers a whole school approach to relationships and sex education, in line with statutory guidance called 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (2019) from Nursery to Year 6. The guidance states that 'Relationships Education' is compulsory in all primary schools in England. 'Relationships and Sex Education' is compulsory in all Secondary schools. All schools should have an RSE policy. Health Education is compulsory in all schools, and this is covered within the TCAT PSHE policy.

Whilst promoting values we will ensure that pupils are offered a balanced programme by enabling young people to acquire learning that will enable them to be empowered and educated to make their own informed choices by teaching them self-respect and responsibility and educating against discrimination and prejudice. This aims to meet the needs of the wide social mix of pupils within TCAT.

This policy has been agreed by a team of staff consisting of the Head teacher, PSHE subject leader, SENCo, and School Nurses, through consultation with parents and trustees. The policy is reviewed annually and approved by trustees.

The following issues were considered:

- Aims of the relationships and sex education programme
- Morals and values framework
- Process for policy development
- Teaching programme - Legal requirements
- Content of the relationships and sex education programme
- Resources
- Inclusion and adaption
- Dealing with difficult questions
- Involvement of parents and carers / rights to withdraw
- Provision for pubertal children
- The needs of gender differences
- Safeguarding children
- Use of visitors to enhance the programme
- Learning styles and special needs
- Evaluation of the programme

The Trust's overarching aim for its pupils is to have a good understanding of relationships and sex that is age appropriate, delivered in a caring environment where each child feels prepared for their future. Working in partnership with parents, this should enable them to live safe, fulfilled and happy lives, in line with Every Child Matters (2004) key outcome.

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic wellbeing

This is all in-line with the new September 2020 statutory government guidance, for all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. A

copy of the government guidance can be located on the Government website following this link: [Relationships Education, Relationships and Sex Education and Health Education guidance](#).

Policy requirements

Our policy covers the following;

- Defines Relationships Education
- Sets out the subject content, how it is taught and who is responsible for teaching it
- Describes how the subject is monitored and evaluated
- Includes information to clarify why parents do not have a right withdrawn their child

Aims of the Relationships and Sex Education programme

RSE (Relationships & Sex Education) teaches lifelong learning about the physical, moral and emotional development. It is about the importance of loving and caring relationships. It is about the teaching of growing up, puberty, sex, sexuality, and sexual health.

“All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem”. (DfEE, 2010)

Meeting these objectives will require a graduated, age-appropriate programme of RSE across the Trust. Research demonstrates that good, comprehensive relationships and sex education does not make young people more likely to become sexually active at a younger age.

The aim of RSE is to provide pupils with age-appropriate and developmentally appropriate information, explore attitudes and values and develop skills to empower the children to make positive decisions about their health and relationship behaviour. This should take place with consideration of the qualities of relationships within families and friendships.

It must be taught sensitively and inclusively with respect to backgrounds and beliefs of pupils and parents.

The objectives of sex and relationship education are:

- To provide the knowledge and information about relationships and sex at an age-appropriate level
- To clarify / reinforce existing knowledge.
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support.
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.

- To respect and care for their bodies, promoting health and wellbeing.
- To be prepared for puberty and adulthood

Content

By the end of primary school pupils will have covered the following;

- Families and people that care for me
- Caring relationships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Changing adolescent body

Key Stage 1

Laying the foundations of understanding about growth and change, differences and respect for one another within friendships and relationships. Keeping safe. Promoting self-esteem and wellbeing.

Key Stage 2

Preparation for the changes of puberty, teaching conception and pregnancy, and expanding on how to treat each other/respect within friendships and relationships. Keeping safe. Promoting self-esteem and wellbeing.

Individual primary schools can choose to teach Sex Education. However, TCAT has decided not to do this as the teaching of the science curriculum includes content on human development, including reproduction, so this will be taught in the context of puberty and growing up.

This content is delivered by the class teachers and the school nurses contribute to specific sessions.

Some children, particularly those with SEND may benefit from extra support or smaller group provision. Where this is felt necessary it will be offered and the content may be adapted.

Below is the outline of what is taught at TCAT;

The content of the relationships and sex education programme

Using the agreed materials/ resources – sessions will be delivered by the school nurse and class teacher.

Sense NSPCC DVD, growing up and keeping safe including lesson plans.

School Nursing resources - CPHVA (Community Practitioners' & Health Visitors' Association).

Family Planning Association (FPA) resources, including lesson plans – Growing up with Yasmine and Tom.

Growing Up DVD – BBC resource, including lesson plans

The Expect Respect education toolkit – Women's Aid, including lesson plans.

A mixture of practical, interactive, and formal teaching sessions will take place over the course of the year, for each year group allowing a continuous embedded and consistent approach to RSE.

Foundation

Introducing the body and looking after it. The concept of male and female and differences – using humans and animals. The importance of basic hygiene. Teaching skills to develop friendships and think about friendships with others.

Key stage 1

Life cycle of a human being, our bodies and how to look after them. Differences and respect. Growing up. Friendships. Hygiene.

Key stage 2

Yr 3 relationships/friendships differences and stereotypes, the body, looking after it, keeping healthy, keeping safe, making good choices. Respect.

Yr 4 Growing up and changing as an introduction to puberty, including timelines, reactive if the subject of death arises rather than actively teach. The body - looking after it and keeping healthy. Friendships and relationships.

Yr5 Introduction to puberty and the changes that occur including how to manage them, looking after emotions and hygiene. Relationships in the context of friendships.

Yr6 human lifecycles including how a baby grows in the womb. Relationships in the context of Friendships, to promote kindness. In the context of healthy and safe relationships, including online. Puberty in more detail, reinforcing information received in year 5. Using different materials and delivery. Include hygiene, emotions, boy and girl changes and why they happen, including wet dreams. Conception and pregnancy. Questions on contraception, same sex relationships, masturbation, gender identity are answered in an age-appropriate way if the subject arises, however they are not actively taught.

Involvement of parents and carers / rights to withdraw

A parents' evening is held prior to the delivery of the Year 5 and 6 sessions to provide an opportunity to share the lesson plan and content and resources with parents and feedback is encouraged.

The policy is available to parents on the school website. Legislation states that 'Parents have the right to withdraw their children from any and every aspect of sex education that is not taught as part of the statutory curriculum. As reproduction is being taught as part of the science curriculum and there is no right to withdraw from the science curriculum, all children will be taught this, and consent is not needed.

If any parents have concerns around the content of the lessons being taught, a member of TCAT leadership team and the school nurse can offer a meeting with individual parents, where the content delivery can be explained and answer any questions that may arise.

Morals and values framework

It is important to reflect on the moral context of the school, and the values it promotes and models through its culture and ethos. The Trust aims to provide pupils with learning experiences that help

young people to set their own moral values, which include pupils reflecting on a variety of different issues, viewpoints, dilemmas, situations, and case studies. The Trust aims to equip young people with the language, strategies, skills, and confidence required to behave according to their moral values in new situations.

Relationships and sex education will reflect the values of the PSHE and citizenship programme. RSE will be taught in the context of relationships. In addition, RSE will promote self-esteem and emotional health and well-being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community, allowing them as they grow, to make positive choices.

The teaching programme - legal requirements

Nursery/foundation

Personal, social, and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for each other; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have the confidence in their own abilities. (DFE, 2017)

The RSE programme will complement the content of the new curriculum for science 2013 for years 1 – 6.

Year 1 and year 2

Noticing that animals, including humans have offspring which grow into adults. Find out and describe the basic needs of animals including humans for basic survival. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Lower key stage 2 (Yr. 3 and 4)

Identifying that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat.
Identify that humans and some animals have skeletons and muscles for support, protection, and movement.

Upper key stage 2 (Yr5 and 6)

Describe the differences in the lifecycles of a mammal and amphibian and insects and birds.
Describe the life process of reproduction in plants and animals.
Describe the changes as humans develop to old age.
Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans by finding out and recording the length and mass of a baby as it grows.
(Sept. 2013 National Curriculum)

Resources

Resources that could be used:

- PSHE Association resources, body image

- FPA resources Yasmine and Tom
- Corum life skills
- EH4MH 10 a day poster
- MHST (Mental Health Support Team) Decider Skills
- Sense primary resources NSPCC and lesson plans.
- BBC Growing Up DVD and lesson plans.
- CPHVA school nursing resources
- Expect Respect education toolkit – Women’s Aid.
- Betty for schools – encouraging open and honest talk about periods.
- Power-point presentations.
- Yr 5 and 6; Ice Breaker exercise on appropriate use of words medical terminology/exploring sanitary wear/fetuses /body board/ Noughts and Crosses quiz to evaluate learning. Evaluation forms at beginning/end of session to children and teachers. Reproductive resources, game on menstruation /worksheets to facilitate group-work and discussion.

Inclusion and adaption

Included in the delivery of the sessions will be consideration of sexual orientation, gender identity faith and culture, as part of the school’s inclusion approach.

Due to the diversity of families and relationships small group work or one-to-one sessions will be offered to meet individual needs.

Vulnerable children will be offered additional small group targeted sessions with the school nurse if needed.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Staff will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of relationships and sex education.

To minimise embarrassment a child might feel, a safe environment will be established to promote confidence in asking questions, although the sessions will be mixed sex, a separate session will be offered to boys and girls to create an environment where they feel comfortable to ask questions. Children will be encouraged to use the correct medical terminology for the body parts to dispel myths and minimise confusion.

A questions box will be provided for the children to put in questions that they do not feel comfortable asking out aloud.

Staff agreed to answer questions as honestly as possible in a safe and sensitive, age-appropriate way. This may involve answering the questions on an individual basis to meet the individual child’s needs.

Provision for pubertal children

Sanitary disposal units are located in some of the cubicles within the girls’ toilets. Girls who have started their periods can approach any member of staff for support or sanitary protection.

Safeguarding children

Children occasionally make personal disclosures either in class or to individual teachers, if this situation arises it will be dealt with in line with the current Safeguarding Policy and procedures.

Use of visitors

Outside visitors, for example school nurses, are used to enhance the provision of RSE. They deliver the sessions in line with the RSE policy and are all DBS checked.

Evaluation

Evaluation of the sessions will be sought from the children and teaching in the form of Noughts and Crosses quiz.

The provision for RSE will be reviewed and evaluated annually.

Relevant policies

This policy should be read in conjunction with all other school policies in particular:

- * Equality and diversity
 - * PSHE
 - * Safeguarding
 - * Acceptable Behaviour and Anti- Bullying
- Transgender Policy

References

Guidance on producing your school's SRE policy – PSHE Association 2013

WWW.SEXEDUCATIONFORUM.ORG.UK

Sex and Relationship Education Guidance DfE 2000, updated 2019

National Curriculum SEPT 2013

Every Child Matters - 2004

Statutory Framework for the Early Years Foundation Stage, setting the standards for learning, development and care for children from birth to five. (DfE, 2012)

PSHE association

Department for Education. (2017) Schools to teach 21st Century Relationships and Sex Education.

Department for Education policy statement: Relationships Education, Relationships and Sex Education, And Personal, Social, Health and Economic Education. (2017)

Further information:

Gov.uk leaflet -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSE_primary_schools_guide_for_parents.pdf

NSPCC Pants rule-

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>