



## **RELATIONSHIPS AND SEX EDUCATION POLICY (RSE) – PRIMARY**

At Isaac Newton Academy our aim is to equip every student with the knowledge, learning power and character necessary for success at university and beyond. Effective relationships and sex education (RSE) makes a significant contribution to the development of the personal skills needed by pupils in order to establish and maintain positive, healthy relationships. It enables young people to make responsible and well-informed decisions about their health and wellbeing.

The RSE Policy at Isaac Newton Primary Academy is based on the principle that RSE involves life-long learning about physical, moral and emotional development and is in line with the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education', draft statutory guidance (DfE February 2019). It is about understanding the importance of family life, stable and loving relationships, respect, love and care. It supports students in forming positive beliefs and attitudes about sex and sexuality, relationships and feelings.

RSE is part of the personal, social and health education (PSHE) curriculum in our Academy. When we inform our pupils through RSE about sex, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use RSE as a means of promoting any form of sexual orientation.

### **RELATIONSHIPS EDUCATION**

Our focus for relationships education is to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Relationships education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. From Year 1 upwards, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts enables pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This also help our pupils to recognise any less positive relationships when they encounter them. In Reception, the Early Years curriculum area of learning, Personal, Social and Emotional Development (PSED), covers the relevant relationship education appropriate for our youngest pupils (please refer to the EYFS Policy for further information).

The principles of positive relationships also apply to digital media especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how



## ISAAC NEWTON ACADEMY

sites may use information provided by users in ways they might not expect. Online safety is also a core feature in our primary computing curriculum (please refer to the Computing Policy for further information).

At INAP, our teaching reflects 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.

### **SEX EDUCATION**

At INA Primary we have a sex education programme tailored to the age and the physical and emotional maturity of our pupils. It ensures 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.

Working agreements between the teacher and pupils form common practice during RSE lessons at INAP in order to help the pupils learn as much as they need whilst feeling as safe and comfortable with the lessons as possible.

For pupils in Years 4, 5 and 6, teachers organise a system agreed with their pupils for them to ask questions pre and post specific lessons. This could be in the form of an anonymous comment box, free for all pupils to post questions, or even circle time.

### **RSE Curriculum Coverage**

For all teachers there are opportunities for co-planning with a senior member of staff to support with short term planning of key lessons. The Primary Senior Leadership Team also arrange and deliver appropriate CPD for staff. It is the class teacher's responsibility to deliver the content outlined in the school's curriculum, and other school teaching staff may support with the delivery of some lessons. If the school invites a visitor to support with the teaching and learning of the RSE curriculum, the visitor will offer an enhancement to the teaching, rather than as a replacement for teaching by those staff.

INAP has chosen to use the resource, 'Growing up with Yasmine and Tom' to support with planning guidance and resources. The subject resources for each Year Group are shared with relevant parents in Years 4, 5 and 6 annually. No additional resources are be used to deliver the subject content.

There are seven themes, which are in line with the expectations from the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education', draft statutory guidance (DfE February 2019). The seven themes span over two years and are then repeated in Years 3 and 4, and finally again in Years 5 and 6.



# ISAAC NEWTON ACADEMY

The themes are:

- My body
- Life cycles
- Keeping safe
- Feelings
- Relationships
- Online technology
- Gender stereotypes

Please see below the RSE curriculum coverage:

Year Group	Term	Theme	Learning Objectives
Year 1	Spring 1	Gender Stereotypes	<ul style="list-style-type: none"> <li>• Begin to challenge gender stereotypes</li> </ul>
	Spring 1	Relationships	<ul style="list-style-type: none"> <li>• Value all types of families equally</li> </ul>
	Summer 1	My Body	<ul style="list-style-type: none"> <li>• Be aware and know how to care of my needs</li> <li>• Name body parts and know what parts of the body are personal or 'private'</li> </ul>
Year 2	Spring 1	Keeping Safe	<ul style="list-style-type: none"> <li>• Be aware of some ways to keep safe (on and offline)</li> </ul>
	Summer 1	Relationships	<ul style="list-style-type: none"> <li>• Know how to be a good friend</li> </ul>
	Summer 1	Body Positivity	<ul style="list-style-type: none"> <li>• Feel positive about our own bodies</li> </ul>
Year 3	Spring 2	Relationships	<ul style="list-style-type: none"> <li>• Establish trust within a group</li> <li>• Develop an understanding of what a good, healthy friendship is</li> <li>• To know our families are diverse and what to do if there are difficulties in our families</li> </ul>
	Summer 2	Gender Stereotypes	<ul style="list-style-type: none"> <li>• Develop an understanding of gender stereotypes</li> </ul>
	Summer 2	Body Positivity	<ul style="list-style-type: none"> <li>• Develop a positive sense of oneself</li> </ul>
Year 4	Spring 1	Keeping Safe	<ul style="list-style-type: none"> <li>• Establish trust within a group</li> <li>• Develop skills in assessing and managing risks</li> <li>• Know who to ask for help</li> </ul>
	Summer 2	My Body	<ul style="list-style-type: none"> <li>• Establish trust within a group (setting up a working agreement)</li> <li>• Know the language for the personal and private parts of the body.</li> <li>• To explore ideas of safe touch, personal space and consent.</li> <li>• Feel good about our bodies</li> <li>• Know how to keep clean and not spread germs</li> </ul>
Year 5	Spring 1	Keeping Safe	<ul style="list-style-type: none"> <li>• To be aware of what is safe and unsafe touch</li> <li>• To say no to unwanted touch or behaviour</li> </ul>



# ISAAC NEWTON ACADEMY

			<ul style="list-style-type: none"> <li>• Know the risk of showing images of themselves and their bodies online</li> </ul>
	Summer 1	Keeping Safe	<ul style="list-style-type: none"> <li>• Know who can help including external agencies</li> <li>• Know it is good to talk no matter the issue</li> </ul>
	Summer 2	My Body	<ul style="list-style-type: none"> <li>• Establish trust within a group (setting up a working agreement)</li> <li>• To know the physical and emotional changes during puberty</li> <li>• To be aware of periods in females</li> <li>• To be aware of wet dreams in males</li> </ul>
Year 6	Spring 1	Life Cycles	<ul style="list-style-type: none"> <li>• Know how babies are made (sexual intercourse)</li> <li>• Know how babies through assisted fertility and multiple births</li> <li>• Know how pregnancy progresses and how babies are delivered</li> </ul>
	Spring 2	Relationships	<ul style="list-style-type: none"> <li>• Be aware of the challenges of on and offline friendships</li> <li>• Explore the concept of trust and secrets in friendship</li> <li>• Explore peer pressure and develop the skills to say 'no'</li> </ul>
	Summer 2	Gender Stereotypes and Celebrating Differences	<ul style="list-style-type: none"> <li>• Be aware of sexual identity and gender identity and the unacceptability of prejudice</li> <li>• Be aware of discrimination of groups covered in the equality act</li> </ul>

## INCLUSION

INAP ensures that all teaching is sensitive and age appropriate in approach and content. Under the provisions of the Equality Act, we do not unlawfully discriminate against age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

In teaching Relationships Education and RSE, INAP ensures that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We make reasonable adjustments to alleviate disadvantage and are mindful of the SEND Code of Practice, when planning for these subjects. High quality teaching that is differentiated and personalised is the starting point to ensure accessibility, and we meet with parents of pupils who are vulnerable, which could include some pupils with SEND. The school considers the religions and beliefs of the school community and has taken, and continues to take into account, parent views on the provision and resources, which the school will use to deliver the RSE curriculum.



## ISAAC NEWTON ACADEMY

### **LINKS TO OTHER AREAS OF THE CURRICULUM**

Relationships Education, RSE and Health Education complement several National Curriculum subjects. At INAP we look for opportunities to draw links between the subjects and integrate teaching where appropriate. There is no right of withdrawal from any part of the National Curriculum. At Key Stages 1 and 2, the National Curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty. The national curriculum for computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support. The National Curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives. At INAP we have developed a curriculum to ensure that Relationships Education, RSE and Health Education complement existing National Curriculum subjects and whole school approaches to wellbeing and health.

### **WORKING WITH PARENTS**

‘The role of parents/carers in the development of their children’s understanding of relationships is vital. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.’ *Relationships Education, Relationships and Sex Education (RSE) and Health Education, draft statutory guidance (DfE July 2018)*

At INAP we offer our parents opportunity to understand the purpose and content of Relationships Education and RSE, through annual parent workshops. We also offer each cohort of parents time to review the resources we have available from, ‘Growing up with Yasmine and Tom’. Parent views are taken on board by the school to work collaboratively to support with the best delivery of the curriculum content, which may vary slightly from cohort to cohort.

### **WITHDRAWAL**

Receiving sex education in school ensures that the same message, terminology and facts are learnt. Parents have the right to request for their child to be withdrawn from some or all of the sex education lessons delivered in school, other than when it is part of the science curriculum. Parents do not have a right to withdraw their child from Relationship Education. If a parent chooses to withdraw their child, then parents will need to make a request in writing to the headteacher, stating their views and reasons for the request, demonstrating how they will deliver sex education to their child at home. The headteacher will then meet with parents to clarify the nature and purpose of the curriculum and outline any possible detrimental effects that the withdrawal may have on the child.



Such detrimental effects could include the following:

- Being excluded from their class can be very upsetting for children
- Pupils are likely to hear their peer's version of what was taught in the lessons, rather than what was directly said by the teacher
- Pupils may become more curious and research questions on the internet

Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child. INAP will document this process to ensure a record is kept. If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

### **MONITORING AND EVALUATION**

At INAP we hold the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. Our curriculum builds upon the knowledge pupils have previously acquired, including in other subjects. Pupils and parents are provided with feedback and progress in line with the schools' feedback policy and also in termly written reports. Teachers also track progress termly through the schools' non-core assessment trackers, and school leaders carry out monitoring as part of the schools' monitoring procedures.

The leadership of RSE is held by a member of the Primary Senior Leadership Team and the policy will be reviewed annually. This policy has been produced in consultation with INA Primary parents, staff, the Relationships Education, Relationships and Sex Education (RSE) and Health Education, draft statutory guidance (DfE February 2019) Keeping Children Safe in Education, The Equality Act 2010 and schools: Departmental advice and other school policies (i.e. PSHE Policy, EYFS Policy, Computing Policy, Feedback and Marking Policy, Monitoring and Self-Evaluation Policy and SEND Policy).

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