



# BEACON PRIMARY ACADEMY

## Relationships and Sex Education Policy

**Date of approval and adoption across all staff:  
September 2021**

**Date for next review: September 2022**  
SLT

## 1. Values and Ethos

- This policy covers our academy approach to how we support children's development and understanding around relationships and physical development.
- We define 'relationships and sex education' as a curriculum which will help our children grow in confidence and understanding relating to how they as individuals will develop, grow and mature into responsible individuals.
- We believe relationships and sex education is important for our school because it will help our children to value positive relationships and to have the confidence and strength of character to identify and lead a healthy lifestyle.
- We view the partnership of home and school vital in providing the context of open discussion, honesty and support.
- The intended outcomes of our programme are that pupils will:
  - Know and understand, how as individuals our bodies change as we get older.
  - Understand they have the right to be safe.
  - Understand they have a responsibility to be a responsible, valued member of the academy.
  - Develop the skills needed to lead a healthy lifestyle.
  - Develop the attributes of positive relationships.

## 2. Roles and Responsibilities

- The RSE programme will be led by the academy leadership team supported by the academy council.
- The Principal is responsible for ensuring policy and practice are adhered too and that all information is made accessible to all parents and carers.
- The PSHE lead is responsible for development of the curriculum and monitoring of the curriculum across the academy.
- It will be taught by teachers in each year group.
- Teachers will receive RSE training to support pupils with their understanding.

### 3. Legislation

Beacon Primary Academy follows the revised Department for Education statutory guidance stating that from September 2019 all primary schools must deliver relationships education.

- Documents that inform the school's RSE policy include:
  - Education Act (1996)
  - Learning and Skills Act (2000)
  - Education and Inspections Act (2006)
  - Equality Act (2010)
  - Supplementary Guidance SRE for the 21<sup>st</sup> Century (2014)
  - Keeping Children Safe in Education – Statutory safeguarding guidance (2016)
  - Children and Social Work Act (2017)

### 4. Curriculum Design

- Our RSE programme is an integral part of our whole school PSHE provision and will cover... Health and Well Being, Relationships and Living in the Wider World.
- Our RSE programme is inclusive of equality and diversity we demonstrate this by ensuring our curriculum enables all pupils to engage with it providing pupils with knowledge and awareness from a broad spectrum of society as a whole.
- The curriculum will meet the needs, or be adapted for, those children with protected characteristics through teaching which respects and acknowledges all pupils. Our curriculum supports the demographic of the locality with staff and leaders being acutely aware of common issues and needs of our pupils.
- We ensure that RSE fosters gender equality and LGBT + equality by respecting the views and feelings of all and promoting an understanding of equality through openness and respect.
- Our RSE programme will be planned and delivered through both direct teaching time each week and also across the curriculum with the core values being modelled and embedded through daily routines. The curriculum acknowledges the range of ages and takes into account content when considering the age of the pupils it will be shared with.
- Our RSE programme will be taught through a range of teaching methods and interactive activities.
- Learning about relationships and sex education will link to/complement learning in science and SMSC.

## 5. Safe Practice

- We will ensure a safe learning environment by teaching children to be respectful towards each other respecting each person's input into a session. All staff will adhere to our confidentiality policy and will receive training to support them in being able to answer children questions, whenever they may arise; in a PSHE during lunch time etc. Questions will be answered appropriately, honestly and in ways that are age appropriate. Staff will refer to another member of staff if they feel a situation that has arisen could mean that a child is unsafe.
  - Teachers and pupils will establish a group agreement by sharing class rules and expectations to be followed during PSHE sessions.
  - Distancing techniques such as role play, using scenario images are used to depersonalise, what could be an embarrassing or sensitive issue / discussion point. By depersonalising the situation in question promotes confidence from all parties in being able to discuss a situation freely. Reflection time will allow for a person to assimilate what they have learnt and apply it to their personal circumstance if appropriate.
  - Teachers will deliver the RSE curriculum in a way that allows pupils to explore varying viewpoints by ensuring that information is unbiased and impartial. Teachers' own attitudes and values will not influence discussions and judgements will not be made.
  - Pupils will be able to ask questions anonymously by providing an 'Ask it Basket' or similar at the end of each session and also during a following day. Questions will be followed up through 1:1 discussion.

## 6. Safeguarding

Consider how safeguarding and confidentiality protocols support safe and effective RSE practice.

- Teachers should be aware of the academy confidentiality policy.
- Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.
- Teachers will consult with the designated safeguarding lead who will follow academy policy for safeguarding.
- Visitors/external agencies which support the delivery of RSE will be required to adhere to academy safeguarding policies, confidentiality and the RSE policy.

## 7. Parents and other stakeholders

- Parents/carers have the right to withdraw their children from RSE content that is not part of statutory NC Science, however we will invite parents into the academy to discuss the content of the curriculum and answer any queries and concerns parents/carers may have.
- If a parent/carer requests that their child is removed from relationships and sex education we will respect these wishes. We will provide support by providing parents with the information to share with their child.
- Parents will be informed about the policy through the newsletter and the academy website.
- We are committed to working with parents and carers by sharing information relating to the content and delivery of PSHE curriculum through parent information sessions, newsletters and our academy website.
- We will notify parents and carers when RSE will be taught by sending home curriculum letters at the beginning of each term.
- Pupil voice will be used to review and tailor our RSE programme to meet the different needs of the pupils by providing question boxes, pupil questionnaires. Using this information will allow us to tailor the curriculum to suit the needs of our children. Pupil voice will also be shared through our pupil academy council.

## 8. Resources

- High quality resources including 1Decision and Jigsaw will support our RSE provision and will be regularly reviewed.
- Selected resources, such as books, film clips, will be used which support and promote understanding within a values context and underpin our school ethos and values.
- The resources reflect diversity by having a range of resources available and celebrating differences across pupils and families.

## 9. Assessment and reporting

- Assessment in RSE will take the approach where adults will allow time for pupils to reflect and ask questions to qualify their thinking. These discussions will support teachers into how follow up lessons will be planned in order to meet the needs of the children.
- Pupils will have opportunities to review and reflect on their learning through; discussion, written work and artwork.
- Pupil voice will be influential in adapting and amending planned learning activities by adults providing time for pupils to discuss and share their

thoughts and feelings and adults responding to pupil needs through follow up work either whole class, small group or 1:1.

- Parents will be informed of pupil understanding via parent consultations and written reports.
- Teachers will ensure that the learning objectives have been met by listening to pupil responses and assessing written and art work.

## 10. Links to other policies

Cross references can be made to other policies to avoid unnecessary repetition

- PSHE and Citizenship
- Confidentiality
- Behaviour and discipline
- Anti- Bullying
- Drug Education and Dealing with Related Incidents
- Safeguarding

*Updated September 2021*

*Based on the PSHE Association Guidance (2017)*