



InMAT

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Part I – Relationships Education

Rationale

InMAT schools believe that our Relationships Education curriculum ethos will give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become respectful, active and responsible global citizens. We are preparing children for life in modern Britain, developing and deepening their understanding of fundamental British values of democracy, individual liberty, rule of law, and mutual respect and tolerance. We believe all our children can leave our schools confident and assured of their place in this diverse and changing world.

Definition

Relationship Education became compulsory in all primary schools from September 2020. DfE guidance (2019) states that primary schools must “put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships in all contexts including online.” At InMAT our policy helps to “foster pupil wellbeing and develop resilience and character”, alongside the Trust values of: Inclusion, Integrity, Initiative, Inspiration and Involvement.

Aims

The aims of Relationships Education in our schools is to:

- Develop skills and attitudes in our pupils that will enable them to participate fully and contribute positively whilst thriving in modern Britain.
- “To put in place the building blocks needed for positive and safe relationships of all kinds.” (DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education: FAQs)
- Ensure that pupils understand Britain is a country rich in diversity and difference. Individual characteristics make people unique; everyone has differences, and everyone is welcome in our schools.
- Provide clear information to parents and carers about the Relationships Education curriculum and content in an accessible way so that they can support what their child is learning in school with their own teaching at home.
- Enable pupils to reflect on their own experiences, considering how they are developing character, both personally and socially. Teach co-operation skills so that pupils behave with integrity, feeling confident about their emerging selves and how they can contribute to school and to society.
- Enable children to reflect on their own mental health and consider how their actions affect the mental health of others.
- Ensure all students receive the support and respect they need as they move through the school and provide the skills to show empathy and support to peers if and when it is needed. The DfE guidance states, “Teachers should always seek to treat individual students with sympathy and support.”
- Develop an understanding of the protected characteristics listed in the Equality Act 2010 and gain a historical perspective of how equality and freedoms have been won over time and should not be taken for granted.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

We have reviewed this policy in consultation with parents/carers and have taken 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.

Teaching of Relationship Education

Relationship Education is delivered by class teachers through lessons in each year group and through Personal Social Health Economic Education (PSHE) sessions. It is also delivered through assemblies where children discuss images taken from current news stories and relate those stories to their own lives while exploring and considering the lives of others.

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 Wollaston Primary School our PSHE curriculum is based on No Outsiders and Kapow

For more information about our curriculum, see our curriculum overview in Appendix 3.

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).

Roles and responsibilities

The Board of Trustees will approve the RSE policy, and CEO and School Improvement Leads will hold the headteacher to account for its implementation.

The right to withdraw

Children may not be withdrawn from Relationship Education lessons. There is no reference to sex or reproduction in Relationship Education lessons. Parents have the opportunity to view any new materials being used to teach Relationships Education as and when they are introduced.

Resources

Each InMAT school will appoint a PSHE lead to oversee Relationship Education. The PSHE lead will support and provide resources for each school.

PART 2 – Sex Education

Rationale

At InMAT we place Sex Education firmly within our PSHE curriculum. We believe passionately that our PSHE curriculum will give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become respectful, active and responsible global citizens. Personal development lies at the cornerstone of our InMAT ethos; we are preparing children for life in modern Britain. We believe all our children can leave our schools confident and assured of their place in this diverse and changing world.

Definition

Sex Education is about physical, moral and emotional development. It is about the understanding of stable and loving relationships, respect, love and care. It involves children acquiring information and being informed about the physical and emotional changes that happen during puberty, forming positive values and attitudes in their family life. Central to this is the growth of self-esteem and taking responsibility for oneself and one's actions.

The word 'sex' is used in its widest form and focuses on differences in gender as well as sexual reproduction. As the children grow older our aim is to help them become aware of, and understand the changes their bodies are starting to make as well as the emotional changes that they may start to feel.

Aims

Our aims in Sex Education are to:

- Teach children the appropriate language to talk about themselves and their bodies and to be able to make informed choices about their bodies when they grow older.
- Inform children about the human reproductive cycle at an age appropriate time.
- Enable pupils to understand and manage their own feelings and emotions as they experience adolescence.
- Promote attitudes of self-respect in our pupils and respect for others.
- Provide channels for our pupils to feel able to communicate their needs and be able to ask for help in an atmosphere where questions relating to sex and relationships can be asked and answered
- Teach pupils about peer pressure and to have the confidence and skills to deal with unwanted pressure; understand that some parts of the body are private and what to do if someone is making you feel uncomfortable.
- Provide children with understanding about personal hygiene and germs, including bacteria, viruses, how they are spread and the importance of keeping our bodies clean.
- Enable children to make sense of the messages that they receive about relationships and growing up from the world around them.
- To enable pupils to differentiate between appropriate / inappropriate behaviour in relationships.
- Provide clear information to parents and carers about the Sex Education and Health Education curriculum and content in an accessible way so that they can support what their child is learning in school with their own teaching at home.
- We will provide opportunities for parents and carers to air their views about our curriculum and we will consider all views given.

Teaching

Sex Education and Health Education, is part of the PSHE curriculum, and is delivered by class teachers.

Although there are not specific Sex Education and Health lessons in Key Stage 1, where children mention their body parts, staff will use the correct names.

Equality of Opportunity

At INMAT we consider that all pupils and adults should have equal access to Sex and Health Education, regardless of gender, race, faith, age, disability, sexual orientation, gender identity.

The right to withdraw

Parents / carers may withdraw their child from Sex Education and Health Lessons. Each school in the trust will inform parents / carers before the lessons are delivered. Parents will have the opportunity to view the lessons and resources in order to make an informed choice about the content before withdrawing their child.

Resources

The PSHE lead in each school will provide lesson plans and resources for Sex Education and Health education.

Staff training

The PSHE lead for the school will lead staff training to ensure all staff are confident in their contribution to the Sex Education and Health policy.

Monitoring arrangements

The delivery of RSE is monitored by the Head Teacher through:

- Individual schools monitoring arrangements.
- Pupils' development in RSE. This is monitored by class teachers as part of our internal assessment systems.
- Local Academy Committee (LAC) members should monitor the delivery and impact of RSE.

This policy will be reviewed by INMAT every 2 years.

At every review, the policy will be approved by the Board of Trustees.

Links with other policies

This Sex Education and Health Policy should be read in conjunction with:

This Policy takes its legal framework from the following legislation and statutory guidance:

- Relationships and education relationships and sex education

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

- Keeping children safe in education

[https://www.gov.uk/government/publications/keeping-children-safe-in-education--2#:~:text=Added%20'Keeping%20children%20safe%20in%20education%20\(from%201%20September%202020,to%20KCSIE%202019%20until%20then.&text=Added%20a%20link%20to%20the,%2C%20colleges%20and%20other%20providers'.](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2#:~:text=Added%20'Keeping%20children%20safe%20in%20education%20(from%201%20September%202020,to%20KCSIE%202019%20until%20then.&text=Added%20a%20link%20to%20the,%2C%20colleges%20and%20other%20providers'.)

- Behaviour and discipline in schools

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

- Mental health and behaviour in schools

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

- The SEN Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

- The Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance#:~:text=Equality%20Act%20provisions%20which%20came,work%2C%20education%2C%20associations%20and%20transport>

Appendix I: By the end of primary school pupils should know:

<p>Families and people who care about me</p>	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
<p>Caring friendships</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>
<p>Respectful relationships</p>	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p>

	<p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

Appendix 2: Parent form – withdrawal from sex education within RSE

To be completed by the parents			
Name of Child:		Class	
Name of Parent		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	

Appendix 3: Our Curriculum Map for PSHE/SRE



Wollaston Primary School - Personal Development Curriculum Overview

Planning taken from No Outsiders, KAPOW, Scarf

Autumn Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Year 1	Caring Friendships	Caring Friendships	Caring Friendships	Being Safe	Families and people who care for me	Respectful Relationships	Respectful Relationships	Respectful Relationships
Special Events/Assembly								
Lesson Focus	I like the way I am	Find ways to play together	I can share how I feel	To know parts of my body which are private	Special people in my life	I share the world with lots of people	To agree and disagree	Showing respect for other people
Year 2	Families and people who care for me	Caring Friendships	Caring Friendships	Caring Friendships	Being Safe	Respectful Relationships	Respectful Relationships	Valuing Difference
Special Events/Assembly								
Lesson Focus	To understand what diversity is	I can recognise different behaviours	I know how feelings can be hurt	To think about what makes a good friend	To choose when to share my body	I know how to be a good friend	I can share my opinion	To know I belong
Year 3	Respectful Relationships	Respectful Relationships	Being Safe	Families and People who care for us	Being Safe	Respectful Relationships	Families and people who care for us	Caring Friendships
Special Events/Assembly								
Lesson Focus	To understand what	To recognise bullying	To know what to do if I don't like a touch	To explore caring relationships	To recognise safe and unsafe behaviour	To recognise a stereotype	To consider different types of relationships	To explore what makes a friendship

	discrimination is							
Year 4	Respectful Relationships	Being Safe	Respectful Relationships	Caring Friendships	Being Safe	Respectful Relationships	Respectful Relationships	Respectful Relationships
Special Events/Assembly	Mental health values day Kapow friendships, bullying ending after the short Values week as well as							
Lesson Focus	To help someone accept difference	To define a good secret and a bad secret	To explore and understand courtesy	To look after my mental health	To recognise an uh oh feeling	I have skills to solve conflict	I understand there are different points of view	I can express my own opinion
Year 5	Caring Friendships	Being Safe	Caring Friendships	Being Safe	Respectful Relationships	Respectful Relationships	Respectful Relationships	Respectful Relationships
Special Events/Assembly	To recognise when someone might need support looked at this and how we make adjustments for those with different needs on our Values day.							
Lesson Focus	To recognise when someone needs help	To know when to tell a secret	To recognise when someone might need support	To recognise and manage dares	To consider consequences	I can express my own opinion	To listen and respond respectfully to a wide range of people	To understand different types of relationships
Year 6	Respectful Relationships	Being Safe/Online Relationships	Respectful Relationships	Being Safe/Respectful Relationships	Being Safe	Respectful Relationships	Being Safe/Respectful Relationships	Respectful Relationships
Special Events/Assembly								
Lesson Focus	To overcome fears about difference	To understand the concept of keeping a secret	To show acceptance	To have self-respect and respect others	To recognise ways in which a relationship can be unhealthy	To understand that marriage is a commitment	To manage conflict	To consider when perseverance is the right choice.

Planning taken from No Outsiders, KAPOW, Scarf

Spring Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Year 1	RSE: Respectful Relationships	Caring Friendships	Caring Friendships	Respectful Relationships	Families and people who care for me	Families and people who care for me	I know where money comes from	I know how to keep money safe
Special Events/Assembly								
Lesson Focus	Why do we follow rules?	To join in enquiry questions	I know how to join in	How can I look after my school	To work together	What is special about my family?	Where does money come from?	How do I save money?
Year 2	RSE: Families and people who care for me	RSE: Being Safe	RSE: Caring relationships	RSE: Respectful relationships	RSE: Respectful relationships	I know why it is important to save energy	I know where money comes from	I know why it is important to save money.
Special Events/Assembly								
Lesson Focus	What communities do I belong to?	Who can help me?	How do I make you welcome?	How do I make sure everyone understands	How can we look after our community?	How can I save energy?	What do I need? What do I want?	Why do we need to save money?
Year 3	RSE: Caring Friendships	RSE: Respectful relationships	Respectful relationships	Respectful relationships	I know why <u>its</u> important to save energy	Respectful Relationships	Being safe	
Special Events/Assembly								
Lesson Focus	What is the difference between needs and wants	How are we different?	How do I make sure everyone is treated with respect	How do families work?	How do we save energy?	What is a community?	Where do I get help in an emergency?	
Year 4	RSE: Respectful relationships	RSE: Respectful relationships	RSE: Respectful relationships	RSE: Respectful relationships	To understand how choices affect individuals	I know why it is important to manage money	To understand the concept of what interest, loans, debt and tax are	
Special Events/Assembly	Life education, differences, being unique, puberty Extra Pollution covered in literacy work newspaper reports							
Lesson Focus	When should I be <u>assertive</u> ?	How do we show <u>acceptance</u> ?	How do we show <u>acceptance</u> ?	How do I pay it forward?	How do <u>choices</u> I make affect the <u>environment</u>	Why save <u>money</u> ?	What is <u>credit</u> ?	
Year 5	I know how and why laws are made?	RSE: Respectful relationships	RSE: Respectful relationships	RSE: Respectful relationships	RSE: Respectful relationships	RSE: Respectful relationships	RSE: Respectful relationships	The role money plays in my life

Special Events/Assembly	<p>Is it ok for children to read this book? - discussed via Roald Dahl Revolting rhymes unit in VIPERS</p> <p>How do we stop segregation? - covered via Martin Luther King unit in VIPERS</p> <p>Is Greta Thunberg right? - covered via literacy unit, writing a speech.</p>							
Lesson Focus	How are laws made?	Is it ok for children to read this book?	How do we stop segregation?	How do I stand up for what is right?	What is anti social behaviour?	Why is it my responsibility?	Is Greta Thunberg right?	Why do we pay tax?
Year 6	RSE: Respectful relationships	RSE: Respectful relationships	RSE: Respectful relationships	RSE: Respectful relationships	RSE: Being safe	I understand how resources are allocated in the community	I understand how resources are allocated in the community	
Special Events/Assembly								
Lesson Focus	Where does racism come from?	What does home feel like?	What is freedom of speech?	How can democracy change the world?	What is fake news?	How are resources in my community allocated?	How are decisions made in Government?	



Wollaston Primary School - Personal Development Curriculum Overview

Planning taken from No Outsiders, KAPOW, Scarf

Summer Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Year 1	Knowing what keeps our bodies healthy.	To know how I keep clean.	To recognise what I am good at and to set a target	To understand what change is (growing and changing)	To know how to stay safe at home.	To know how to ask for help when I need it.		
Special Events/Assembly								
Lesson Focus	How do I stay healthy	How do I keep clean?	What am I good at?		How do I stay safe at home?	How do I ask for help?		
Year 2	To make informed choices about my health	To recognise my feelings and describe them	RSE: To use correct body parts for boys and girls	To recognise what I am good at and set myself goals	To know how to stay safe online	To know how to stay safe outside		
Special Events/Assembly								
Lesson Focus		To learn how to have self confidence.		What are my goals?	How can we use the internet?			

Year 3	To understand what makes a balanced diet?	To understand what habits are hygienic	To describe my feelings to others	To understand conflicting feelings	To understand who helps me keep healthy and safe.	To understand how to help people in need		
Special Events/Assembly								
Lesson Focus	What makes a balanced diet?	How do we take care of our hygiene	To be welcoming	To understand what a bystander is?	Which people can keep my healthy and safe?	What do I do if a fire starts in my home?		
Year 4	To understand what makes a balanced lifestyle.	To promote mental health and wellbeing.	To recognise that my emotions might change	To know there are more things in common than divide us	To understand the changes that happen in puberty	To understand how to stay safe online	To recognise why <u>its</u> sometimes hard to be assertive.	
Special Events/Assembly	Extra online safety lesson							
Lesson Focus	How do choices I make affect me?	Why am I incredible?	To manage my emotions	To find common ground	Puberty	How do I stay safe online	To choose when to be <u>as</u> sertive	

Year 5	To recognise what affects your health and wellbeing.	To manage change (Loss, separation, divorce and bereavement)	To understand the effect of alcohol on the body	To understand the effect of smoking on the body	To understand the difference between legal and illegal drugs.	To explore online safety. To consider the consequences of sharing pictures online.		
Special Events/Assembly	A Lady came in that Michelle organised and talked a little on drugs (legal and illegal) but mainly on body changes.							
Lesson Focus	To explore friendships	How do I move on from loss?	How does alcohol effect the body?	How does smoking effect the body?	What is the difference between legal and illegal drugs	What are the consequences of sharing pictures <u>on line</u>		
Year 6	To recognise how content online does not always reflect reality.	To explore the effects of commonly available drugs and substances	To learn about human reproduction	To recognise peer pressure	To celebrate personal achievement s and identify goals	To consider how transition may affect me (moving to secondary)		
Special Events/Assembly								
Lesson Focus	How can online photos distort reality	What is the impact of substance abuse?		What is the impact of peer pressure?				