



**BLACKTHORNS  
COMMUNITY  
PRIMARY ACADEMY**

## Relationships and Sex education Policy

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### 1. Aims:

At Blackthorns we aim to equip children with the self-confidence to understand their thoughts and feelings, so they are able to build positive relationships with friends, family and other adults and peers. The aims of relationships, health and sex education (RSHE) at Blackthorns are to ensure the following:

- The key building blocks of healthy, respectful relationships are formed.
- A positive inclusive culture is developed underpinned by understanding, empathy, confidence and respect.
- An essential understanding of how to be healthy is understood.
- Pupils can make informed decisions about their wellbeing, health and relationships.
- Pupils develop resilience, to know how and when to ask for help, and to know where to access support.
- The spiritual, moral, social, cultural, mental and physical development of pupils at school and in society is promoted.
- Children are prepared for puberty and have an understanding of sexual development.
- Pupils are taught the correct vocabulary to describe themselves and their bodies.

## 2. Statutory requirements:

- As a primary academy we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.
- We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.
- In teaching RSHE, we are 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.
- The DfE released statutory guidance in June 2019 under sections 34 and 35 of the Children and Social Work Act 2017. The guidance covers Relationships and Sex Education (RSE), Relationships Education and Health Education. This new guidance replaces the DfE Sex and Relationships Education Guidance from 2000. The statutory guidance became mandatory in September 2020.
- At Blackthorns Community Primary Academy we teach RSHE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. 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 academy staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to view the policy and make recommendations.
4. Pupil consultation – we investigated what exactly pupils want from their RSHE
5. Ratification – once amendments were made, the policy was shared with the Local Board and ratified.

## 4. Definition

- Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, we will cover how to treat each other with kindness, consideration and respect.
- RSHE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.
- Research shows that RSHE does not encourage early sexual experimentation but instead teaches young people to understand human sexuality and to respect themselves and others.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 and 2, but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, taking 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 so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings and how to respect and care for their bodies
- How a baby is conceived and born

For more information about our curriculum, see our curriculum maps in Appendix 1 and 2, and "By the End of primary school" RSE DfE doc Appendix 3.

## 6. Delivery of RSHE

RSHE is taught throughout the academic year, within the personal, social, health and economic (PSHE) education curriculum as part of our 3D Dimensions scheme of learning and the Christopher Winter Project [CWP] scheme of work. All aspects are taught as part of our 3D Dimensions PSHE lessons, being integral to our learning throughout the school year. Our teaching is differentiated and personalised to ensure accessibility by all children, including children with SEND.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

### **KS1:**

**Health and Wellbeing:** Healthy lifestyles, Hygiene, Changing and Growing, Emotions, Keeping Safe

**Relationships:** Communication, Bullying, Fairness, Family and Friends, Similarities and differences

**Living in the Wider World:** Rules and Responsibility, Communities, Money and Finance

### **LKS2:**

**Health and Wellbeing:** Physical, Emotional and Mental, Healthy Lifestyles, Nutrition and Food, Aspirations, Emotions, Safety, Growing and Changing, First Aid

**Relationships:** Communication, Collaboration, Bullying, Similarities and Differences,

**Living in the Wider World:** Rules and Responsibilities, Collaboration, Discrimination, Economic Awareness

### **UKS2:**

**Health and Wellbeing:** Health, Nutrition and Food, Aspirations, Emotions, Safety (D.A.T.E: Drugs Alcohol Tobacco Education)

**Relationships:** Communication, Collaboration, Similarities and Differences, Healthy Relationships

**Living in the Wider World:** Rights and Responsibilities, Diversity, Economic Awareness, Enterprise

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). All children must feel they are included and represented and that all relationships are equal and valued. No child should question that their home life is any less loving.

## **7. Roles and responsibilities**

### **7.1 Governance**

The Local Board will receive updates from the Principal regarding the implementation of this policy.

The Board of Trustees has delegated the approval of this policy to the Principal.

### **7.2 The Principal**

The Principal is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 8).

### **7.3 Staff**

Staff are responsible for:

Delivering RSHE in a sensitive way

Modelling positive attitudes to RSHE

Monitoring progress

Responding to the needs of individual pupils

Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Principal.

At Blackthorns Community Primary Academy the RSHE component of PSHE will be delivered by teachers familiar to children and to their own classes.

Class teachers will email parents in advance of teaching sensitive issues to ensure all parties are using the same vocabulary and understanding of curriculum content.

### **7.4 Pupils**

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

## **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Principal.

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

## **9. Training**

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE when needed.

## **10. Monitoring arrangements**

The delivery of RSHE is monitored by the PSHE coordinator through:

- Good practice within staff meetings

- Learning walks


▯ Book looks to monitor how the curriculum is being delivered across the school.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the Local Board annually. At every review, the policy will be approved by the Principal.

#### **11. Policy status and review**

Written by	C.Jago/S.Neller
Owner	Int Principal- Sarah Neller
Status	Approved
Approval date	1 <sup>st</sup> April 2021
Reviewed	By the local Board 30 <sup>th</sup> March 2021
Next Review date	30 <sup>th</sup> March 2022

## Appendix 1: PHSE Curriculum Map



# Citizenship Skills Ladder

	YEARS ONE / TWO	YEARS THREE / FOUR	YEARS FIVE / SIX
<b>RECOGNISE</b>	<b>C11</b> Recognise the difference between good and bad choices <b>C12</b> Recognise the difference between right and wrong and what is fair and unfair	<b>C18</b> Show awareness of issues affecting communities and groups <b>C19</b> Recognise the need to take responsibility for actions <b>C110</b> Identify the difference between needs and wants <b>C111</b> Identify and understand why laws are made and how they are applied justly <b>C12</b> Recognise the importance of local organisations in providing for the needs of the local community	<b>C117</b> Recognise how rights need to be balanced against responsibilities in order to protect individuals and communities from injustice <b>C118</b> Recognise that communities and the people within them are diverse, changing and interconnected <b>C119</b> Recognise that people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others <b>C120</b> Identify different forms of discrimination against people in societies
<b>REFLECT</b>	<b>C13</b> Consider ways of looking after the school or community and how to care for the local environment <b>C14</b> Identify the importance of rules and be able to say why rules applying to them are necessary	<b>C113</b> Reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally <b>C114</b> Reflect on the impact of people's actions on others and the environment	<b>C121</b> Discuss how people can live and work together to benefit their communities <b>C122</b> Consider the impact that discrimination has on people's lives <b>C123</b> Consider the main features of a democracy
<b>RESPOND</b>	<b>C15</b> Express views and take part in decision-making activities to improve their immediate environment or community <b>C16</b> Take turns and share as appropriate <b>C17</b> Suggest rules that would improve things for the common good	<b>C115</b> Work co-operatively, showing fairness and consideration to others <b>C116</b> Make decisions, giving consideration to the impact they may have on others	<b>C124</b> Work collaboratively towards common goals <b>C125</b> Reach agreements, make decisions and manage discussions to achieve positive results <b>C126</b> Engage actively with democratic processes and address issues of concern to them through their actions and decision-making

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Faith and Community



# Health and Wellbeing Overview

RECOGNISE	REFLECT	RESPOND
<b>HW1</b> Know how to keep safe and how and where to get help <b>HW2</b> Recognise right and wrong, what is fair and unfair and explain why <b>HW3</b> Recognise how attitude and behaviour, including bullying, may affect others <b>HW4</b> Recognise and respect similarities and differences between people <b>HW5</b> Recognise and respond to issues of safety relating to themselves and others and how to get help <b>HW6</b> Recognise and manage risk in everyday activities <b>HW7</b> Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying <b>HW8</b> Recognise stereotyping and discrimination <b>HW9</b> Recognise their strengths and how they can contribute to different groups <b>HW10</b> Recognise the factors influencing opinion and choice, including the media <b>HW11</b> Recognise how their behaviour and that of others may influence people both positively and negatively <b>HW12</b> Recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health	<b>HW13</b> Listen to and show consideration for other people's views <b>HW14</b> Identify and talk about their own and others' strengths and weaknesses and how to improve <b>HW15</b> Listen to, reflect on and respect other people's views and feelings <b>HW16</b> Negotiate and present their own views <b>HW17</b> Self-assess, understanding how this will help their future actions	<b>HW18</b> Work and play independently and in groups, showing sensitivity to others <b>HW19</b> Use strategies to stay safe when using ICT and the internet <b>HW20</b> Work independently and in groups, taking on different roles and collaborating towards common goals <b>HW21</b> Use ICT safely including keeping electronic data secure <b>HW22</b> Take the lead, prioritise actions and work independently and collaboratively towards goals <b>HW23</b> Set goals, prioritise and manage time and resources, understanding how this will help their future actions <b>HW24</b> Challenge stereotyping and discrimination <b>HW25</b> Manage risk in everyday activities <b>HW26</b> Take responsibility for their own safety and the safety of others and be able to seek help in an emergency <b>HW27</b> Use ICT safely including using software features and settings <b>HW28</b> Respond to challenges, including recognising, taking and managing risk

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Health and Wellbeing

# Personal Wellbeing

YEAR ONE / TWO				
	ECONOMIC WELLBEING	EMOTIONAL WELLBEING	PHYSICAL WELLBEING	RELATIONSHIPS
RECOGNISE	<b>PW1</b> Identify the different types of work people do and learn about different places of work <b>PW2</b> Recognise where money comes from and the choices people make to spend money on things they want and need	<b>PW5</b> Recognise what they like and dislike <b>PW6</b> Recognise what they are good at <b>PW7</b> Recognise, name and manage their feelings in a positive way	<b>PW11</b> Recognise why healthy eating and physical activity are beneficial <b>PW12</b> Recognise that some substances can help or harm the body <b>PW13</b> Recognise the simple physical changes to their bodies experienced since birth	<b>PW18</b> Recognise that there are people who care for and look after them <b>PW19</b> Identify different relationships that they have and why these are important <b>PW20</b> Recognise how their behaviour affects other people
REFLECT	<b>PW3</b> Understand that we cannot always afford the items we want to buy	<b>PW8</b> Understand the difference between impulsive and considered behaviour	<b>PW14</b> Reflect on the similarities and differences between people	<b>PW21</b> Consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying
RESPOND	<b>PW4</b> Contribute to enterprise activities	<b>PW9</b> Share their opinions on things that matter to them <b>PW10</b> Make positive real-life choices (television, games, money)	<b>PW15</b> Demonstrate basic road safety skills <b>PW16</b> Make simple choices that improve their health and well being e.g. healthy eating <b>PW17</b> Manage basic personal hygiene	<b>PW22</b> Seek help from an appropriate adult when necessary <b>PW23</b> Develop positive relationships through work and play

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Health and Wellbeing

# Personal Wellbeing

YEAR THREE / FOUR				
	ECONOMIC WELLBEING	EMOTIONAL WELLBEING	PHYSICAL WELLBEING	RELATIONSHIPS
RECOGNISE	<b>PW24</b> Recognise why people work <b>PW25</b> Identify the range of jobs carried out by the people they know <b>PW26</b> Recognise what influences the choices people make about how money is spent	<b>PW29</b> Face new challenges positively and know when to seek help	<b>PW35</b> Show awareness of changes that take place as they grow <b>PW36</b> Recognise that there are medicines and some other substances that can be used in a safe way to improve health	<b>PW42</b> Identify strategies to respond to negative behaviour constructively and ask for help
REFLECT	<b>PW27</b> Reflect on the range of skills needed in different jobs	<b>PW30</b> Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements <b>PW31</b> Reflect on own mistakes and make amends	<b>PW37</b> Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle	<b>PW43</b> Understand the nature and consequences of negative behaviours such as bullying, aggressiveness
RESPOND	<b>PW28</b> Suggest how they can contribute to a range of activities that help them to become more enterprising	<b>PW32</b> Talk about their views on issues that affect themselves and their class <b>PW33</b> Begin to make responsible choices and consider consequences <b>PW34</b> Develop strategies for managing and controlling strong feelings and emotions	<b>PW38</b> Extend strategies to cope with risky situations <b>PW39</b> Behave safely and responsibly in different situations <b>PW40</b> Follow school rules about health and safety and know where to get help <b>PW41</b> Begin to make informed lifestyle choices	<b>PW44</b> Empathise with another viewpoint <b>PW45</b> Form and maintain appropriate relationships with a range of different people

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Health and Wellbeing

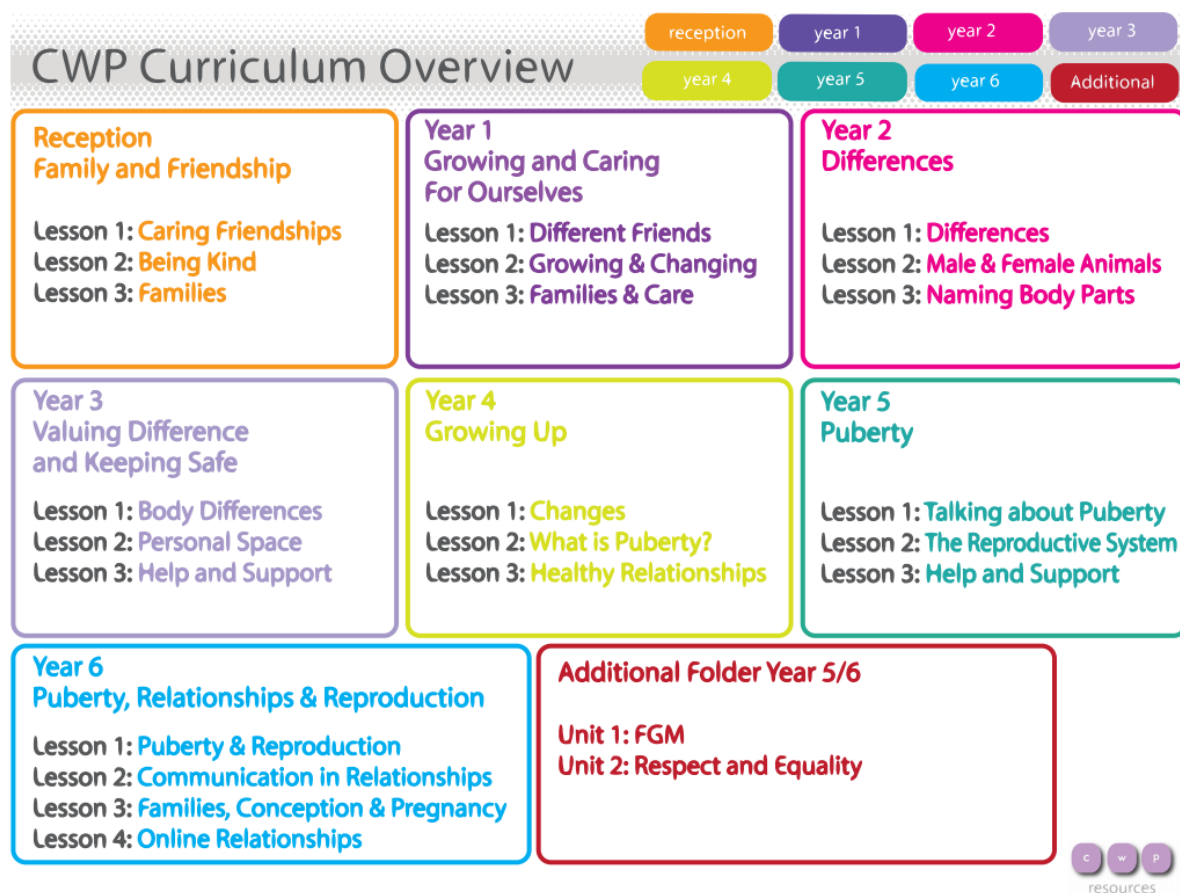
# Personal Wellbeing

YEAR FIVE / SIX				
	ECONOMIC WELLBEING	EMOTIONAL WELLBEING	PHYSICAL WELLBEING	RELATIONSHIPS
RECOGNISE	<p><b>PW46</b> Identify the skills they need to develop to make their own contribution in the working world in the future</p> <p><b>PW47</b> Recognise how people manage money and learn about basic financial capability</p>	<p><b>PW51</b> Recognise that people can feel alone and misunderstood and learn how to give appropriate support</p>	<p><b>PW57</b> Identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends</p> <p><b>PW58</b> Recognise that when the body changes during puberty it can affect feelings and behaviour</p> <p><b>PW59</b> Recognise when physical contact is acceptable and unacceptable</p>	<p><b>PW63</b> Recognise that positive friendships and relationships can promote health and wellbeing</p> <p><b>PW64</b> Identify how to find information and advice through help lines</p> <p><b>PW65</b> Recognise how new relationships may develop</p>
REFLECT	<p><b>PW48</b> Make connections between their learning, the world of work and their future economic wellbeing</p>	<p><b>PW52</b> Talk, write and explain their views on issues that affect the wider environment</p> <p><b>PW53</b> Reflect on how to deal with feelings about themselves, their family and others in a positive way</p>	<p><b>PW60</b> Understand the physical and emotional changes that take place during puberty, why they are taking place and the importance of personal hygiene</p>	<p><b>PW66</b> Reflect on the many different types of relationships that exist</p> <p><b>PW67</b> Judge what kind of physical contact is acceptable or unacceptable in relationships</p>
RESPOND	<p><b>PW49</b> Look after their money and realise that future wants and needs may be met through saving</p> <p><b>PW50</b> Show initiative and take responsibility for activities that develop enterprise capability</p>	<p><b>PW54</b> Begin to set personal goals</p> <p><b>PW55</b> Take action based on responsible choices</p> <p><b>PW56</b> Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures</p>	<p><b>PW61</b> Take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle</p> <p><b>PW62</b> Make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs</p>	<p><b>PW68</b> Manage changing emotions and recognise how they can impact on relationships</p> <p><b>PW69</b> Talk with a wide range of adults</p>

Health and Wellbeing



## Appendix 2: Relationships and Sex Education Curriculum Map



## By the end of primary school:

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• that marriage<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul>
Caring friendships Pupils should know	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>• 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.</li><li>• 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.</li></ul>
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• 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.</li><li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li></ul>

	<ul style="list-style-type: none"> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

Appendix 4: Withdrawal form



**BLACKTHORNS  
COMMUNITY  
PRIMARY ACADEMY**

Parent form: Withdrawal from Sex education within RSE

<b>To be completed by parents</b>			
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 academy to consider?			
Parent signature			
<b>To be completed by the academy</b>			
Agreed actions from discussion with parents			