



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Forest Lodge Academy Relationship and Sex Education Policy

Review frequency: Annually

Approval: Governing Body

Date: March 2021

Policy Statement

Introduction

This statement sets out the legal framework, the definitions and our policy expectations.

The L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies.

The L.E.A.D. ethos is that effective personal development is crucial to the rounded education provided to our pupils. Every child should have access to effective sex and relationship education.

The L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Headteacher of each academy.

Legal Framework

Updated guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/595828/170301_Policy_statement_PSHEv2.pdf

Academies' Funding Agreements require these schools to have regard to [DfE's statutory guidance on sex and relationship education](#)

Duty to promote well being (Children Act 2004)<http://www.legislation.gov.uk/ukpga/2004/31/contents>

*This policy should be read in conjunction with our policies on Safeguarding & Child Protection, Special Educational Needs & Disabilities (SEND) and Equality.

Definition

Relationship and Sex Education (RSE) is not just learning about growing up, changes and reproduction. It is also about enabling children to make and maintain relationships with others, to understand about human sexuality and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

All academies, regardless of phase, will teach RSE through the statutory Science curriculum and statutory requirements in Relationship and Health Education (2020) from Key Stage 1 and as part of an academy's assembly & pastoral programme as appropriate. From Summer Term 2020 Relationship and Health Education is a statutory requirement in all maintained schools in England. Please see Forest Lodge Academy's Personal, Social and Health Education Policy which incorporates Relationship and Health Education (RHE) which outlines

what is covered in this subject. These curricula will ensure coverage of the following core elements:

1. Knowledge and Understanding including: emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed.

2. Personal and Social Skills including: talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on-line.

3. Attitudes and Values including: feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage (both heterosexual and gay) and civil partnerships, respect for rights and responsibilities in relationships, acceptance of difference and diversity, promoting gender equality.

Sex and Relationship Education Policy

Each academy must have a policy which sets out clearly:

- A definition of Relationship and Sex Education (RSE)
- How RSE is provided and who is responsible for providing it
- How RSE is monitored and evaluated
- How the academy ensures that its RSE offer supports confidentiality and child protection legislation as appropriate
- How the academy's teaching of RSE underpins the Trust's policy on Equal Opportunities
- How the academy will respond to any complaints made in relation to the RSE curriculum
- Information on parents' right to withdraw their child from non-statutory elements of RSE

Each pupil can expect:

- To have their views treated sensitively and with respect
 - To access education related to forming healthy, positive relationships
 - To access a curriculum which teaches them to keep themselves safe
- The Trust will:
- Check that all schools have an RSE policy in place which covers all the points above.

Relationship and Sex Education at Forest Lodge Academy

Relationship and Sex Education (RSE) will be embedded into the PSHE curriculum incorporating statutory elements of RHE programme at Forest Lodge Academy. RSE will be

taught in the context of relationships based on respect for themselves and others and the promotion of self esteem and emotional health and well being following Government statutory requirements. RSE will also be delivered through aspects of the statutory science curriculum.

The objectives of Relationship and Sex Education at Forest Lodge Academy are:

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self esteem, self awareness and confidence, especially in their relationships with others
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- 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
To be prepared for puberty and adulthood

National Curriculum Science and Relationship and Health Education

At Forest Lodge Academy will deliver session on bodily changes and puberty as required by the Science Curriculum and more recently the statutory elements of RHE. We will deliver RSE sessions to pupils in Year 5 and 6 with parental permission and consultation.

Progression skills documents have been created and put on our school web site showing the progression of pupils in RSE, highlighting statutory requirements of Science, safeguarding and Relationship and Health Education. However all children in Key Stage 1 and Key Stage 2 must be taught statutory elements the following as part of the National Curriculum Science Orders and RHE statutory requirements. Parents do not have the right to withdraw their child/children from these elements.

In Year 5 we will deliver additional key dedicated sessions which will focus on hygiene, body image, rights and responsibilities, making decisions, healthy relationships, puberty. In Year 6 these will be covered again with additional learning on sex including how babies are made, naming sexual organs and pregnancy (the details of taught lessons can be viewed in the progression skills document). RSE in Year 6 will focus on the development of skills and attitudes not just on the acquisition of knowledge. RSE is usually delivered in separate gender groups as appropriate and relevant. Resources used to teach SRE include the 'Betty' programme and CBBC programme "Operation Ouch-Don't panic about puberty" and the "Jigsaw" PSHE programme.

Parental Consent

Details of the schools RSE and puberty taught programme is available to parents. Parental consent is required for non-science and non-statutory Relationship and Health Education (RHE) lessons. The school informs parents when aspects of the RSE programme will be taught (Summer 2 of each academic year) and provides opportunities for parents to view the resources that will be used. Parents have the right to withdraw their child/children from those aspects of RSE not including in the National Curriculum Science Orders or in the statutory Relationship and Health Education Curriculum. However this rarely happens, by working in partnership with parents, they recognise the importance of this aspect of their child's education.

Child Protection / Confidentiality

Teachers need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher /Designated Child Protection person in line with the LEA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

Links with other policies

This policy is linked with the following policies:

PSHE incorporating Relationship and Health Education (RHE)

Equal Opportunities

Child Protection

Confidentiality

Behaviour

Anti Bullying

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Use of visitors

“Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator’s and teacher’s responsibility to plan the curriculum and lessons.”

Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

Monitoring and Evaluation

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for sex and relationship education.

The school will assess the effectiveness of the aims, content and methods in promoting students’ learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the RSE programme will be evaluated by assessing children’s learning and implementing change if required.

Any change will be reflected in the school prospectus.

RSE issues will be included in the induction programme for all new members of staff and support given by PSHE and Science leads to all staff.