



The Shared Learning Trust

THE LINDEN  
ACADEMY

# Relationships and Sex Education (RSE) Policy

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<b>Policy Title:</b>	Relationships and Sex Education (RSE) Policy	<b>Owner:</b>	Jermaine Burroughs
<b>Review period:</b>	Annual	<b>Approval by:</b>	Head of School
<b>Effective date:</b>	1 <sup>st</sup> June 2023	<b>Next review date:</b>	1 <sup>st</sup> June 2024

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## 1. Aims

At The Linden Academy our pupils are at the heart of everything we do and we want to ensure they leave our school with the correct skills to succeed and thrive (emotionally, socially and academically) in a constantly developing environment

The aims of relationships and sex education (RSE) at our school are to:

- › Provide a framework in which sensitive discussions can take place.
- › Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- › Help pupils develop feelings of self-respect, confidence, and empathy.
- › Create a positive culture around issues of sexuality and relationships.
- › Teach pupils the correct vocabulary to describe themselves and their bodies.

## 2. Statutory requirements

As a primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). We are not required to provide sex education as a standalone subject but we must by law teach the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to follow guidance issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At The Linden Academy, we teach RSE 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 – Our PSHE lead, Jermaine Burroughs, pulled together all relevant information including relevant national and local guidance. Parents were offered the opportunity to attend an information workshop whereby this information was shared.
2. Staff consultation – All school staff were given the opportunity to review the policy and make suggestions and recommendations.
3. Parent consultation – Parents, carers and any interested parties were invited to attend a meeting to discuss and share ideas on the policy.
4. Pupil consultation – We investigated what exactly pupils want from their RSE curriculum.
5. Ratification – Once amendments were made, the policy was shared with trustees and ratified.

## 4. Definition

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values, which ensure children and young people have the right information to enter the next phase of their lives.

RSE is not about the promotion of sexual activity.

## 5. Curriculum

Our curriculum is set out as per Appendices 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 (the pupils) are fully informed and do not seek answers online.

Sex education is not compulsory in primary schools, however, at The Linden Academy we will be providing aspects of the curriculum considered important to the age and stage of our pupils alongside the relationships education. This will be in addition to that taught in the science curriculum.

Primary sex education will focus on:

- › Naming different male and female body parts (Years 2 through to Year 6).
- › Preparing boys and girls for the changes that adolescence brings (Years 4, 5 and 6).
- › How a baby is conceived and born in Year 6.

For more information about our curriculum, see our curriculum maps in Appendices 1 and 2.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

Throughout our PSHE curriculum, taught across the year, pupils will learn about important topics such as:

- › What makes us different?
- › How do we feel? How do we show and describe our feelings?
- › How to be a good friend and positive relationships.
- › Managing emotions.
- › Staying safe and healthy choices.
- › Happy and healthy relationships.

An overview of our PSHE curriculum can be viewed in Appendix 1.

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

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, same sex 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).

We will be providing aspects of sex education appropriate to the ages and stages of our pupils in addition to those, which are covered in the science curriculum. These will include:

- › Growing and changing; babies to adults (Year 1).
- › Naming body parts (Year 2 through to Year 6).
- › Likes, dislikes and unwanted touch (Years 2 through to Year 6).

- › The changing adolescent body (Year 4).
- › Puberty including menstruation, emotional and physical changes (Years 4, 5 and 6).
- › Conception and birth (Year 6).

Please note that these will not be taught in every year but will be specific to different year groups. For more information about our RSE curriculum, see Appendix 1.

Our sex education units and aspects of our relationships curriculum will be taught over a period of one week in the summer term. This will ensure that these sensitive issues are being taught at the same time across the academy. Boys and girls will be taught in separate classrooms for these lessons.

## 7. Roles and responsibilities

### 7.1 Trust Leaders

The board of trustees will hold the principal to account for the implementation of this policy.

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

### 7.2 The Principal

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

### 7.3 Staff

Mr. Jermaine Burroughs is our PSHE/RSE subject leader. All class teachers will be responsible for delivering our RSE curriculum to their own classes.

Staff are responsible for:

- › Delivering RSE in a sensitive way.
- › Modelling positive attitudes to RSE.
- › Monitoring progress.
- › Responding to the needs of individual pupils.
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory and non-science components of RSE

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

### 7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Children cannot opt to withdraw from RSE sessions themselves.

## 8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships aspects of the curriculum or the sex education aspects of the science curriculum.

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

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

Children who have been withdrawn from sex education must still attend school. They will be placed in a spare classroom supervised by a member of staff and alternative work will be given.

## 9. Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.

Visitors from outside the school, such as school nurses or sexual health professionals, are also invited in to provide support and training to staff teaching RSE.

Parents will have the opportunity to attend year group specific information sessions where the lesson plans and resources will be shared.

## 10. Monitoring arrangements

The delivery of RSE is monitored by Jermaine Burroughs (PSHE/RSE subject leader,) through:

- Planning scrutinies.
- Learning walks.
- Pupil focus groups.
- Responding to the needs of individual pupils.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Jermaine Burroughs (PSHE/RSE subject leader) annually. At every review, the policy will be approved by the board of trustees and Michelle Woodhams (Principal). An updated version will be shared with parents and carers.



Appendix 1: RSE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>			<i>How do we keep safe?</i> Keeping safe in familiar and unfamiliar situations, inappropriate touch (PANTS) who keeps us safe, asking for help.		<i>How do we feel?</i> Different kinds of feelings, managing feelings, change and loss.	<i>What makes us special?</i> Similarities and differences between people, everyone is unique.
<b>Year 2</b>			<i>How can we be healthy?</i> Things that keep us healthy, hygiene and healthy choices.	<i>What is the same and different about us?</i> Own strengths, goals, growing and changing, being independent.	<i>How do we show our feelings?</i> Different feelings, managing feelings, change and loss, how others feel and sharing feelings.	<i>How can we keep safe in different places?</i> Rules for keeping safe in different places, people who work in the community, asking for help.
<b>Year 3</b>	<i>What rules keep us safe?</i> Importance of rules, hygiene, keeping safe in the local environment, getting help in an emergency.			<i>How can we describe our feelings?</i> Feelings, conflicting feelings, describing feelings, feelings during changes, feelings in others.	<i>How can we eat well?</i> Balanced lifestyles, balanced diet, making choices, what influences choices.	
<b>Year 4</b>	<i>What is diversity?</i> Difference and diversity of people in the UK, values and customs, stereotypes.	<i>How can we be a good friend?</i> Recognising others' feelings, solving disputes and compromise.	<i>How do we grow and change?</i> Good hygiene, feelings, managing emotions, types of relationships, healthy friendships, positive relationships, who is responsible for health and wellbeing and asking for advice.		<i>How can we keep safe in our local area?</i> Managing risk, feeling negative pressure and managing this, recognizing and managing dares, how actions affect self and others, who helps us stay healthy and safe?	
<b>Year 5</b>		<i>What does discrimination mean?</i> Actions affecting self and others, bullying and teasing, differences and similarities, stereotypes, and equalities.		<i>What choices help health?</i> Balanced lifestyles, choices, habits, everyday drugs, staying safe and healthy.	<i>How can we be safe online and using social media?</i> Staying safe using a mobile phone, managing online safety, managing requests for images and personal boundaries.	
<b>Year 6</b>	<i>What makes a healthy and happy relationship?</i> Different relationships, recognising unhealthy and committed, loving relationships. Knowing about times when it is appropriate and necessary to break a confidence.		<i>What are human rights?</i> Awareness that human rights overrule any beliefs, practices or ideas that harm others (touch upon FGM – no		<i>How can we stay healthy?</i> Positive and negative effects on health, choices, drugs and the law.	<i>How can we manage risk?</i> Responsibility and independence, managing risk, different influences, personal safety and

		intricate details given - and forced marriage).			managing antisocial and aggressive behaviours.
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N.B – Listed units are those linked to relationships and health education covered in PSHE across the academic year.



## Appendix 2: Relationships and Sex Education (RSE) Curriculum Map

These units will be taught over the period of one school week in the summer term.

YEAR GROUP	FAMILY AND RELATIONSHIPS	HEALTH AND WELLBEING	THE CHANGING BODY
Reception	<ul style="list-style-type: none"> <li>All families are different</li> </ul>	<ul style="list-style-type: none"> <li>Our day</li> <li>Keeping ourselves clean</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Working with others</li> <li>Friendship problems and how to overcome them</li> <li>Healthy friendships</li> <li>Stereotyping - gender</li> </ul>	<ul style="list-style-type: none"> <li>Making a call to the emergency services</li> <li>Understanding my feelings</li> <li>Relaxation – laughter and progressive muscle relaxation</li> <li>Handwashing and personal hygiene</li> <li>Sun safety</li> </ul>	<ul style="list-style-type: none"> <li>Growing and changing (babies to adults)</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Families offer stability and love</li> <li>How to deal with unhappy friendships</li> <li>Introduction to manners and courtesy</li> <li>Introduction to change and loss</li> </ul>	<ul style="list-style-type: none"> <li>Experiencing different feelings</li> <li>Relaxation – breathing exercises</li> <li>Growth mindset – overcoming difficulties</li> <li>Looking after our teeth</li> </ul>	<ul style="list-style-type: none"> <li>My private parts</li> <li>Safe and unsafe touches</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Healthy families</li> <li>Effective communication to support relationships</li> <li>Learning who to trust</li> <li>Stereotyping – in everyday life</li> <li>Where do stereotypes come from?</li> </ul>	<ul style="list-style-type: none"> <li>Basic first aid – bites and stings</li> <li>Healthy diary</li> <li>Relaxation – stretches</li> <li>My superpowers</li> <li>Diet and dental health</li> </ul>	<ul style="list-style-type: none"> <li>Differences between males and females</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Respect and manners</li> <li>Healthy friendships – physical and emotional boundaries</li> <li>How my behaviour affects others</li> <li>Stereotypes – fictional characters</li> <li>Negative effects of stereotypes</li> <li>Change and loss - bereavement</li> </ul>	<ul style="list-style-type: none"> <li>Basic first aid – asthma</li> <li>Looking after our teeth</li> <li>Relaxation - visualisation</li> <li>Celebrating mistakes</li> <li>My happiness</li> <li>Emotions</li> <li>Mental health</li> </ul>	<ul style="list-style-type: none"> <li>Growing up – puberty</li> <li>Introduction to puberty</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>What makes a good friend?</li> <li>Friendship skills</li> <li>Marriage</li> <li>Respecting myself</li> </ul>	<ul style="list-style-type: none"> <li>First aid – bleeding</li> <li>The importance of rest</li> <li>Embracing failure</li> <li>Taking responsibility for my feelings</li> </ul>	<ul style="list-style-type: none"> <li>Puberty</li> <li>Menstruation</li> <li>Emotional changes in puberty</li> </ul>

YEAR GROUP	FAMILY AND RELATIONSHIPS	HEALTH AND WELLBEING	THE CHANGING BODY
	<ul style="list-style-type: none"> <li>• Stereotyping – how attitudes have changed</li> <li>• Stereotyping and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• Sun safety</li> </ul>	
Year 6	<ul style="list-style-type: none"> <li>• Respect – how this can be gained and lost</li> <li>• Developing respectful relationships</li> <li>• Challenging stereotypes</li> <li>• Resolving conflict</li> <li>• Change and loss – emotions relating to grief</li> </ul>	<ul style="list-style-type: none"> <li>• First aid – choking</li> <li>• Taking responsibility for my health</li> <li>• Resilience toolkit</li> <li>• Physical health concerns</li> <li>• Habits – positive and negative</li> </ul>	<ul style="list-style-type: none"> <li>• Physical and emotional changes in puberty</li> <li>• Conception*</li> <li>• Pregnancy and birth*</li> </ul> <p>* Children can be withdrawn from these lessons.</p>



### Appendix 3: What pupils should know by the end of primary school.

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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 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	<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	<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><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></ul>

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> <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	<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	<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>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> </ul>

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"><li>• That they have a choice to delay sex or to enjoy intimacy without sex</li><li>• The facts about the full range of contraceptive choices, efficacy and options available</li><li>• The facts around pregnancy including miscarriage</li><li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li><li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li><li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li><li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li><li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li></ul>

