



**RELATIONSHIPS EDUCATION,
SEX EDUCATION AND
HEALTH EDUCATION POLICY
(Reference Policy)**

September 2023

To be reviewed September 2024



Statement of intent

The James Montgomery Academy Trust (JMAT) understands the importance of educating pupils about sex and relationships, in order for pupils to make responsible and well-informed decisions in their lives.

DfE 'Sex and Relationship Education Guidance' defines this programme as: "Learning about physical, moral and emotional development; understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and health."

The programme will be taught objectively and does not intend to promote any form of sexual orientation. The programme is further supported by the new RSE & Health Education guidance released with statutory implementation date of 2020.

The governments Relationships, Relationships and Sex Education (RSE), and Health Education guidance produced in June 2019 encouraging all schools to early adopt the topics and themes within the guidance is supported by the JMAT.

Aims and objectives

The sex education and relationship programme is an opportunity for pupils to:

- Develop an age-appropriate understanding of sex, sexuality and relationships.
- Develop a range of appropriate personal skills.
- Be aware of how to keep themselves safe.

The aims will be achieved through developing an understanding of:

- A range of values and moral issues including the importance of family life.
- The biological facts related to human growth and development, including reproduction.
- The importance of healthy relationships.

Statutory Guidance

The policy has due regard to the following guidance:

- 'Keeping Children Safe in Education' 2023
- DfE 'Sex and Relationship Education Guidance' 2000
- DfE 'Relationships Education, Sex Education (RSE), and Health Education guidance June 2019
- DfE 'Science programmes of study: key stages 1 and 2' 2013

Organisation of Relationships, Sex Education (RSE) in the curriculum

RSE in the curriculum will be developed in conjunction with the views of teachers, pupils and parents by the PSHE coordinator in JMAT schools, in accordance with DfE recommendations.

The majority of the lessons will be delivered through the personal, social, health and economic (PSHE) education, with statutory aspects taught via the science curriculum.

At key stage 1 and key stage 2, the topics are broken down into specific areas that will be taught appropriate to pupils' ages.

Elements of the topics for key stage 1 and 2 are statutory in accordance with the [science national curriculum](#) and therefore must be taught. Other areas, which are non-statutory and are suggestions for what could be taught in relation to each year group and the sex and relationship education programme, are able to be moved to older year groups or deleted, appropriate to the schools wishes.

RSE Guidance June 2019 provides specific topic related themes that should be taught and embedded into pupils learning. By the end of primary education pupils should know:

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.
- 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.

- 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.
- 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.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.
- 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.

Respectful Relationships

- 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.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- 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
- 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.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being Safe:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 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.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Typically in school....

Key stage 1

School to add a brief description of the learning

Key stage 2

School to add a brief description of the learning including any specifics taught in specific year groups.

Training of staff

Training of relevant staff will be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

Delivery of the RSE in the curriculum

Classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.

Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this, are outlined in the JMAT Digital Safety Policy.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching accordingly.

Teaching staff will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teaching staff will answer questions sensitively and honestly.

Lessons will be designed as to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.

JMAT understands that pupils with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the RSE curriculum will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver RSE learning to pupils with SEND.

At all points of delivery of RSE in the curriculum, parents/carers will be consulted and their views will be valued. What will be taught and how, will be planned in conjunction with parents/carers.

External experts may be invited to assist from time-to-time with the delivery of the SRE in the curriculum, but will be expected to comply with the provisions of this policy.

Working with parents

JMAT understands that the teaching of some aspects of RSE may be of concern to parents/carers. JMAT will ensure that no teachers express their personal views or beliefs when delivering SRE.

Parents/carers will be regularly consulted on the content of the RSE curriculum, through meetings and letters, and the curriculum will therefore be planned in conjunction with parents/carers.

JMAT respects the legal right of parents/carers to withdraw their child from all or part of the SRE curriculum except for those statutory parts included in the science national curriculum.

A list of the statutory topics included in the science national curriculum at the different key stages, can be found in [Appendix 1 – Science national curriculum](#).

Equal opportunities

JMAT understands and abides by The Equality Act 2010, and fully respects the rights of pupils and staff members, regardless of any protected characteristics that he/she may have in line with the JMAT equality strategy.

JMAT is dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

Confidentiality

Confidentiality within the classroom is an important component of RSE, and teaching staff are expected to respect the confidentiality of their pupils as far as is possible.

Teaching staff must, however, alert the Headteacher about any suspicions of inappropriate behaviour or potential abuse as per the JMAT Safeguarding Policy.

Child on Child abuse / bullying incidents

JMAT has a zero tolerance approach to peer on peer abuse. The JMAT has a clear policy and procedure that schools will follow in the event of an incidence of peer on peer abuse. Any bullying incidents caused as a result of the sex and relationship education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the JMAT.

Any occurrence of these incidents should be reported to a member of school staff, who will then discipline the pupil once he/she is on school premises.

These incidents will be dealt with following the process in our Anti-bullying and Safeguarding and Child Protection Policy. The Headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

Monitoring and review

This policy is reviewed annually by the **CEO and Curriculum Lead**.

Any changes made to this policy by the above will be communicated to all members of staff.

The next scheduled review date for this policy is **September 2024**.

APPENDIX 1

Science national curriculum

In accordance with the DfE's 'Sex and Relationship Education Guidance' 2000, there are certain aspects of sex and relationship education which are compulsory for pupils to learn as they progress through the key stages.

Key stage	Pupils must be taught:
Key stage 1	<p>That animals, including humans, move, feed, grow, use their senses and reproduce.</p> <p>To recognise and compare the main external parts of the bodies of humans.</p> <p>That humans and animals can produce offspring, and they grow into adults.</p> <p>To recognise similarities and differences between themselves and others.</p> <p>To treat others with sensitivity.</p>
Key stage 2	<p>That nutrition, growth and reproduction are common life processes for humans and other animals.</p> <p>About the main stages of the human life cycle.</p>