



Relationships and Sex Education Policy

1 Introduction

- 1.1 Relationships and Sex Education (RSE) within The Pegasus Academy Trust is based on the DfE "Relationships and Sex Education and Health Education Statutory Guidance" (2019). Relationships and Sex Education is compulsory in all primary schools in England.
- 1.2 We are mindful that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way
- 1.3 Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils, parents and carers while always with the aim of providing pupils with the knowledge they need of the law. Parents and carers have been consulted in the development of this policy.
- 1.4 Within The Pegasus Academy Trust, we aim to place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.
- 1.5 Teaching about mental wellbeing is central to our work. We know that children and young people are increasingly experiencing challenges and are at particular risk of feeling lonely. We believe our curriculum and sensitive teaching will give them the knowledge and ability to take care of themselves and receive support if problems arise.
- 1.6 RSE is delivered via the science curriculum, personal, social and health education (PSHE) curriculum and in citizenship lessons in our schools throughout Key Stages One and Two. Information about puberty is taught at the end of Year 5. Directors have decided that puberty, reproduction and RSE should not be left until the end of Year 6 as it is too late for many pupils by this time. The fact that SRE is covered at Year 5 helps to support parents in raising the issue at home.
- 1.7 When we inform our pupils through RSE about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use RSE as a means of promoting any form of sexual orientation.

2 Aims

- 2.1 In line with The DfE's statutory guidance we aim to:
 - a) keep this policy updated and available to all members of our schools' communities;
 - b) create a positive culture around issues of relationships and sexuality;
 - c) be sensitive to the age and religious background of all;
 - d) ensure that the topics outlined in the statutory guidance are appropriately delivered;
 - e) comply with the relevant provisions of the Equality Act 2010, ensuring we do not unlawfully discriminate against pupils by treating them less favourably because they have one or more of the protected characteristics;
 - f) take action to compensate for disadvantages that are faced by those who share a protected characteristic;
 - g) make relationships education and/or RSE accessible for all pupils, including those with special educational needs and disabilities;

- h) ensure that teaching reflects the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make;
- i) ensure that the materials used to support teaching are appropriate for the age and maturity of pupils and sensitive to their needs;
- j) ensure that the needs of all pupils are appropriately met, and all pupils understand the importance of equality, empathy and respect;
- k) 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).
- l) ensure that teaching is sensitive and age-appropriate in approach and content;
- m) work closely with parents in all cases when planning and delivering the subjects, ensuring that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that the child be withdrawn from some or all of sex education delivered as part of statutory RSE

3 Curriculum

3.1 RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, consent, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

3.2 We teach about sex in the context of the Trust's mission statement – 'Pegasus People'. While RSE in our schools means that we give children information about sexual behaviour, we do this with an awareness of the values which underpin all our work. In particular, we teach about sex in the belief that:

- a) it should be taught about in the context of marriage, or a consensual relationship, and family life;
- b) RSE is part of a wider process of social, personal, spiritual and moral education;
- c) children should be taught to have respect for their own bodies;
- d) children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- e) it is important to build positive relationships with others, involving trust and respect;
- f) it is important to address concerns and correct any misunderstandings that children may have gained from the media and their peers.

3.3 Primary sex education will focus on:

- a) sexual difference and naming body parts;
- b) preparing boys and girls for the changes that adolescence brings;
- c) exploring the impact of puberty on the body and the importance of physical hygiene;
- d) understanding that menstruation and wet dreams are a normal part of growing up;
- e) how a baby is conceived and born, considered in the context of relationships;
- f) answering each others' questions about sex and relationships with confidence and knowing where to find support and advice.

3.4 Primary relationships education will focus on:

- a) families and people that care for me;
- b) caring friendships;
- c) respectful relationships;
- d) online relationships;
- e) being safe.

4 The National Healthy School Standard

4.1 We participate in the national healthy school standard scheme, which promotes health education. As participants in this scheme we:

- a) consult with parents on all matters of SRE policy;
- b) provide training opportunities for teachers to be able to teach about sex and all other health matters;
- c) listen to the views of the children in our school regarding SRE;
- d) look positively at any local initiatives that support us in providing the best SRE programme that we can devise.

5 Organisation

5.1 We teach about sex through different aspects of the curriculum. While we carry out the main RSE in our personal, social and health education (PSHE) curriculum, we also teach some RSE through other subject areas (for example, science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

5.2 In PSHE we teach children about relationships, and we encourage them to discuss issues. We teach about the parts of the body, and how these work, and we explain to children what will happen to their bodies during puberty. For example, we teach children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. We encourage children to ask for help if they need it and will provide contact details for other organisations so that pupils can access them without embarrassment (for example on a noticeboard in a communal area)

5.3 In KS2 science lessons teachers inform children about puberty and reproduction. For this aspect of our teaching we follow the guidance material in the scheme of work for science. This builds on work children complete in KS1 where they learn about how animals, including humans, move, feed, grow and reproduce, and are also taught about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In KS2 we teach about life processes, and the main stages of the human life cycle, in greater depth. **This work is included in the National Curriculum and, as such, there is no right to withdraw children from these lessons.**

5.4 In Year 5 we place a particular emphasis on RSE as many children experience puberty at this age. We use the BBC 'Focus: Growing up' series of videos and their associated materials. Teachers do their best to answer all questions with sensitivity and care. However, we may deem certain questions inappropriate and ask that children discuss these at home if necessary. By the end of this course of work we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children. This work may need revisiting in Year 6.

- 5.5 We arrange a meeting for all parents and carers of children in Year 5 to discuss this particular programme of lessons, to explain what the issues are, and how they are taught, and to view the materials the school uses in its teaching.
- 5.6 We undertake a pupil audit (generally by questionnaire) at the beginning of the RSE work in Year 5 and when it is complete we check pupils' knowledge and understanding of the work taught. We also ask for comments as to how this work might be taught more effectively in the future.

6 The role of parents

- 6.1 The Trust is aware that the primary role in children's RSE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our schools, through mutual understanding, trust and cooperation. To promote this objective, we:
- a) inform parents about the Trust's RSE policy and practice;
 - b) answer any questions that parents may have about the RSE of their child;
 - c) take seriously any issue that parents raise with teachers or members of our local academy councils (MACs) about this policy, or about the arrangements for RSE in the school;
 - d) inform parents about the best practice known with regard to RSE, so that the teaching in our schools supports the key messages that parents and carers give to children at home.
- 6.2 We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.
- 6.3 Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE in our schools. Before granting any such request we ask parents to discuss this with the Head of School and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We would document this process to ensure a record is kept.
- 6.4 Advice, including access to useful books and other materials, will be made available to parents to enable more parents to talk constructively with their children about sex and relationships.

7 The role of other members of the community

- 7.1 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to RSE. In particular, members of the NHS, such as the school nurse and other health professionals, give us valuable support with our RSE programme.

8 Confidentiality

- 8.1 Teachers conduct RSE lessons in a sensitive manner in a secure and supportive environment. However, children will be made aware that teachers cannot offer unconditional confidentiality. All staff involved in teacher and supporting RSE will be alert to the signs of abuse, neglect and exploitation. Effective RSE may bring about disclosures of child protection issues and staff will be aware of the procedures for reporting their concern. If a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform one of the Designated Safeguarding Leads about their concerns. The Head of School will then deal with the matter in consultation with the Executive Principals and other professionals (see also our policy on child protection).

9 The role of the Head of School

- 9.1 It is the responsibility of the Head of School to ensure that both staff and parents are informed about our RSE policy (which is available on our website – www.pegasusacademytrust.org) and that the policy is implemented effectively. It is also the Head of School's responsibility to ensure that members of staff are given sufficient training, so that they deliver RSE effectively, and handle any difficult issues with sensitivity.
- 9.2 The Head of School and/or PSHE coordinator liaise with external agencies as required regarding the Trust's RSE programme, and ensure that all adults who work with our children on these issues are aware of the Trust's policy, and operate within its framework.
- 9.3 The Executive Principals monitor this policy and report to Directors, as requested, on its effectiveness.

10 Monitoring and review

- 10.1 The Board of Directors has responsibility for all policy matters with the Pegasus Academy Trust and monitor the impact of our RSE policy.
- 10.2 This policy will be reviewed as required and dates noted in the footer.

Appendix 1 KS2 Learning outcomes (from Croydon guidance for SRE)

A1.1 By the end of KS2 pupils will be able to:

- a) express opinions, for example about relationships and bullying;
- b) listen to and support others;
- c) respect other people's viewpoints and beliefs;
- d) recognise their changing emotions with friends and family and be able to express their feelings positively;
- e) identify adults who they trust and who they can ask for help;
- f) be self-confident in a wide range of new situations, such as seeking new friends;
- g) form opinions that they can articulate to a variety of audiences;
- h) recognise their own worth and identify positive things about themselves;
- i) balance the stresses of life in order to promote both their own mental health and well-being and that of others;
- j) see things from other people's viewpoints, for example of their parents and their carers;
- k) discuss moral questions;
- l) listen to, support their friends and manage friendship problems;
- m) recognise and challenge stereotypes, for example in relation to gender;
- n) recognise the pressure of unwanted physical contact and know ways of resisting it.

A1.2 Pupils will know and understand:

- a) that the life processes common to humans and other animals include growth and reproduction;
- b) about the main stages in the human life cycle;
- c) that safe routines can stop the spread of viruses including HIV;
- d) about the physical changes that take place at puberty, why they happen and how to manage them;
- e) the many relationships in which they are all involved;
- f) where individuals, families and groups can find help;
- g) how the media impact on forming attitudes;
- h) about keeping themselves safe when involved with risky activities;
- i) that their actions have consequences and be able to anticipate the results of them;
- j) about different forms of bullying people and the feelings of both bullies and victims;
- k) why people being different can provoke bullying and know why this is unacceptable;
- l) about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

A1.3 Pupils will have considered:

- a) the diversity of lifestyles;
- b) others' points of view, including their parents' or carers';
- c) why being different can provoke bullying and why this is unacceptable;
- d) when it is appropriate to take a risk and when to say no and seek help;
- e) the diversity of values and customs in the school and in the community;
- f) the need for trust and love in established relationships.

Appendix 2. Defining and clarifying terms

The terms used in defining and discussing SRE are important and it is essential to be as clear as possible about what they mean, otherwise teachers and other professionals may be passing on confusing and unclear meanings to pupils. These are some definitions of terms, although there are many others:

Sexuality	“A function of total personality which begins at birth and ends at death – it includes genital or reproductive processes but also includes how you feel about yourself as a person, how it feels being a man or a woman and how you relate to members of the same and the opposite sex”
Gender	“The description of people either as male or female”
Gender Identity	“The way a person sees and feels their own gender orientation”. People who are transgender see and feel themselves as being of the opposite gender.
Gender role	“How specific genders are expected to behave”
Sexual orientation	“Primary sexual attraction to the same, opposite or both sexes
Sexual identity	“How people define themselves or are defined by others, in terms of their sexual orientation, i.e. homosexual, heterosexual, bisexual
Sexism	“When a person believes that one gender is naturally superior to the other and believes that this justifies their right to dominance. It usually applies to men imposing gender prejudices onto women.”
Homophobia	“When a person fears the feelings of being sexually attracted to someone of the same gender and directs this fear towards homosexual or bisexual people.... (and can) usually result in judgmental, discriminatory and aggressive acts...”

Appendix 3 Protected Characteristics

- a) age;
- b) disability;
- c) gender identification (sex);
- d) gender reassignment;
- e) race;
- f) religion;
- g) belief;
- h) sexual orientation

Appendix 4 Learning Objectives

<p>1. Respectful relationships, including friendships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> a) the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. b) Practical steps they can take in a range of different contexts to improve or support respectful relationships. c) how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). d) 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 people in positions of authority and due tolerance of other people’s beliefs. e) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. f) that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. g) what constitutes sexual harassment and sexual violence and why these are always unacceptable. h) the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
<p>2. Online and media</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> a) their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. b) about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. c) not to provide material to others that they would not want shared further and not to share personal material which is sent to them. d) what to do and where to get support to report material or manage issues online. e) the impact of viewing harmful content. f) that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. g) that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. h) how information and data is generated, collected, shared and used online.
<p>3. Being safe</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> a) the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. b) how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all

	contexts, including online).
4. Intimate sexual relationships, including sexual health	<p>Pupils should know:</p> <ol style="list-style-type: none"> a) 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. b) 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. c) the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. d) that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. e) that they have a choice to delay sex or to enjoy intimacy without sex. f) the facts about the full range of contraceptive choices, efficacy and options available. g) the facts around pregnancy including miscarriage. h) 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). i) 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. j) about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. k) how the use of alcohol and drugs can lead to risky sexual behaviour. l) how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
5. Mental Wellbeing	<p>Pupils should know:</p> <ol style="list-style-type: none"> a) that mental wellbeing is a normal part of daily life, in the same way as physical health. b) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. c) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. d) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. e) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. f) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. g) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. h) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. i) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). j) it is common for people to experience mental ill health. For many people who

	do, the problems can be resolved with the right support
6. Internet safety and harms	<p>Pupils should know:</p> <ol style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. why social media, some computer games and online gaming, for example, are age restricted. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. where and how to report concerns and get support with issues online.
7. Physical health and fitness	<p>Pupils should know:</p> <ol style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health.
8. Healthy eating	<p>Pupils should know:</p> <ol style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
9. Drugs, alcohol and tobacco	<p>Pupils should know:</p> <ol style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
10. Health and prevention	<p>Pupils should know:</p> <ol style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.about personal hygiene and germs

	<p>including bacteria, viruses, how they are spread and treated, and the importance of handwashing</p> <p>e) the facts and science relating to immunisation and vaccination</p>
11. Basic first aid	<p>Pupils should know:</p> <p>a) how to make a clear and efficient call to emergency services if necessary.</p> <p>b) concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>
12. Changing adolescent body	<p>Pupils should know:</p> <p>a) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>b) about menstrual wellbeing including the key facts about the menstrual cycle.</p>