

Godmanchester Community Academy



Relationships Education Policy

Including Sex Education Policy

1. Context

At Godmanchester Community Academy we aim to educate the whole child and to ensure all children are all, healthy and fulfil their potential in terms of the development of useful knowledge for life, social and moral values and academic success. Relationships Education, Relationship and Sex Education (RSE) and Health Education is a fundamental part of our PSHCE Curriculum and aims to promote self-respect, confidence, responsibility and respect towards others as well as resilience, safety, empathy, love and care.

1.1 Relationships Education in our school

At Godmanchester Community Academy, we believe Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips pupils with information and skills they need to understand about themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and off line. Relationships Education enables pupils to explore their own attitudes and those of others respectfully.

1.2 Context of Wider PSHCE

We deliver Relationships Education as part of our wider provision of Personal, Social, Health and Citizenship Education (PSHCE), which also includes statutory Health Education.

The aims of Relationships Education are further supported through our Science, Computing, Design Technology and Physical Education curriculums.

1.3 Intent of Our Relationships Education Curriculum

Through the delivery of Relationships Education we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

All adults in school will work towards achieving these aims for Relationships Education.

We seek to enable our children to:

- develop interpersonal and communication skills
- develop positive, personal values and a moral framework that will guide their decisions and behaviour
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop respectful, caring relationships based on mutuality, reciprocity and trust
- develop their ability to keep themselves and others safe, physically and emotionally, both on and off line
- develop their understanding of a variety of families and how families are central to the wellbeing of children
- recognise and avoid coercive and exploitative relationships
- explore relationships in ways appropriate to their age and stage of development
- value, care for and respect their bodies
- build confidence in accessing additional advice and support for themselves and others.

2. Implementing Our Policy

2.1 Inclusion

In relation to those with special educational needs or disability, we ensure our Relationships Education programme provides for those with additional needs. We recognise that those with SEND may be more vulnerable to harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer.

We consider:

- their level of vulnerability to coercion and pressure
- their previous experience of negative behaviours in peer or child-adult relationships
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including support staff and parents/carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

2.2 Equality

The [Equality Act 2010](#) has special resonance in Relationships Education. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy which enable pupils to understand the rights and responsibilities we all have towards one another.

The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that Relationships Education meets the needs of all:

- We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected back in the lessons. This will, where appropriate, include reference to LGBT+ families (Appendix 7.5)
- We will ensure that the law in relation to, for example, marriage, online behaviours, sexuality, gender and violence are explained in age appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views represented (Appendix 7.6)
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils.
- In order to ensure that children of all genders can access information they need, we will teach in mixed gender groups wherever possible.
- We will encourage respect and discourage abusive and exploitative relationships.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We support children in developing their knowledge about and attitudes towards diversity throughout units of work including:

- Diversity and Communities
- Family and Friends
- Beginning and Belonging

2.3 Safeguarding

We understand the importance of high quality Relationships Education as we fulfil our statutory safeguarding duties. Relationship Education enables pupils to understand about mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise negative or abusive relationships. Teaching about 'Family and Friends' and 'Anti-bullying' enables us to fulfil our statutory duty to prevent 'peer-on-peer' abuse.

In the case of Relationships and Sex Education (RSE) and Personal Safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. RSE and Personal Safety enable us to fulfil our duty to prevent Female Genital Mutilation (FGM).

All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) and a Designated Person (DP) immediately.

2.4 Development of the Policy

This policy has been developed in consultation with pupils, staff, governors and parents/carers. The consultation period followed the provision of information about the duties and statutory elements which have

to be included in Relationships Education. It has also included gathering views on needs and priorities for the school community.

All views expressed by pupils, staff, governors and parents/carers about the policy have been considered. Consultation did not give a veto to individual members of the school community. The final decision on policy and delivery has been made by the school, having listened to the needs and views of the school community.

2.5 Consulting on our Policy

Parents/carers, pupils and other stakeholders have been given information about Relationships Education and associated duties in ways which are accessible to them. They have been asked for their views about appropriate ages for particular topics, to share relevant views and beliefs and to consider the suitability of the school's aims for Relationships Education.

Pupils have been consulted directly through surveys and sharing sample lesson content. Parents/carers and pupils have also been represented by our school council and parent/carer governors.

Further consultation with parents/carers and pupils will be carried out when the policy is reviewed, which happens at least every 3 years.

3. Involving the Whole School Community

3.1 Working with Staff

Teaching Relationships Education can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their own knowledge, skills and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their duties connected with safeguarding, equality and inclusion.

Teachers have a duty to deliver statutory areas of the curriculum and all teachers will be supported in delivering non statutory areas such as sex education. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of Relationships Education. We will also encourage the sharing of good practice. We may also use team teaching to develop confidence.

Those with special responsibility for the development of Relationships Education (our PSHE Subject Leader) will be offered opportunities to consult with advisors and attend external training courses.

3.2 Engaging with Pupils

We will involve pupils in the evaluation and development of their Relationships Education in ways appropriate to their age. We will seek opportunities to discuss children's views about the content of their PSHCE lessons.

- We will refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school/district.
- We will engage the pupils in assessment activities to establish their development needs, for example 'Draw and Write' activities.
- We will encourage pupils to ask questions as they arise by providing anonymous question boxes.
- We will ask pupils to reflect on their learning.
- We will consult pupils (e.g. through School Council) about their perception of the strengths of our Relationships Education provision and the areas to be further developed.

3.3 Working with Governors

This policy has been developed with governor involvement, so that the governors are able to fulfil their statutory duties.

It is the responsibility of the governors to ensure, through consultation, that the Relationships Education Policy reflects the needs and views of our community.

In order to facilitate this process, the Relationships Education Policy will appear annually on the agenda of one governors' meeting. The policy will be available on the school's website.

It is the role of governors to ensure that:

- pupils make progress in Relationships Education in line with the expected educational outcomes
- the subject is well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in a way which is accessible to all
- clear information is given to parents/carers
- the subject is resourced and taught in a way which enables the school to fulfil statutory requirements.

3.4 Communicating with Parents/carers

Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many children like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore we seek to work in partnership with parents/carers when planning and delivering Relationships Education. We will encourage this partnership by:

- Sharing details of our curriculum on our website
- Informing parents/carers of forthcoming Relationships Education topics e.g. Personal Safety, Antbullying and RSE
- Inviting parents to learn more about the approach used in Relationships Education and RSE
- Informing parents/carers about PSHCE, Relationships Education and RSE programmes as their child joins the school through the school website
- Providing supportive information about parents' role in Relationships Education
- Inviting parents to discuss their views and concerns about Relationships Education on an informal basis through drop ins
- Signposting parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children.

3.5 Working with External Agencies and the Wider Community

We believe that all aspects of Relationships Education are most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school, who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.

- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the PSHCE Subject Leader and/or Class teachers, taking account of the age and needs of the group and the context of the work within the Relationships Education programme.
- Visitors will be reminded that, whilst contributing to Relationships Education in a classroom setting, they must adhere to the same confidentiality code as staff members. Class teaching must be seen as separate from health or other targeted interventions to support wellbeing.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHCE Subject Leader and/or Class Teachers beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

4. Curriculum Organisation

Our Relationships Education Curriculum (see appendix) is wholly consistent with the DfE statutory requirements for Relationships Education and Health Education (2020), National Curriculum (2014), other DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression. All adults working with children have a part to play in supporting the delivery of Relationships Education.

Relationships Education is learning about:

- Families and People who care for me
- Caring Friendships
- Respectful relationships
- Online Relationships
- Being Safe

Our PSHCE topic structure does not separate delivery of Relationships Education from Health Education and wider PSHCE. We deliver topics which, taking the lead from children's lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. The topics where Relationships Education is a significant driver are:

- Anti-bullying
- Digital Lifestyles
- Diversity and Communities
- Family and Friends
- Managing Change
- My Emotions
- Personal Safety
- Relationships and Sex Education

Also: Working Together, Beginning and Belonging, Rights, Rules and Responsibilities Relationships Education will be taught in:

- PSHCE through weekly lessons which may include circle time or focused events/visit/visitors □
Other curriculum areas, especially Science, PE, Design Technology (specifically Food Technology), RE and Computing
- Enrichment activities, especially our assembly programme, social skills groups including peer-mediation, involvement in school trips and adventurous activities, activities carried out as part of our development as a healthy school.

4.1 Teaching Methodologies

Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, taking other people's view points and working together are practised in all PSHCE lessons. Our Relationships Education lessons are not simple opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interaction.

In keeping with this approach, we encourage our pupils to engage with a series of questions which allow them to apply the knowledge they have acquired whilst sharing personal opinion.

Ground Rules: Relationships Education is taught in a safe, non-judgemental environment where all adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any Relationships Education work, in addition to those already used in the classroom. They will cover the following areas:

- appropriate use of language
- the asking and answering of personal questions
- strategies for checking or accessing information.

Distancing Techniques: In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, videos and theatre in education to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

4.2 Anti-bullying and Friends and Family

4.2.1 Our Aims for Anti-bullying and Friends and Family

We recognise that children learn about skills which contribute to their ability to build and sustain healthy relationships in a wide variety of ways, not only through planned lessons, but through their everyday experiences at school and at home. Our school ethos, wider enrichment opportunities and the interventions and support offered all contribute to the development of these skills.

In addition to our broad aims for Relationships Education, in our planned lessons on Anti-bullying and Family and Friends we aim to ensure that children:

- Learn skills for developing and sustaining healthy friendships
- Are able to apply principles of mutuality, equality, respect and loyalty across different types of relationships
- Are able to identify coercion, manipulation and power imbalance across different types of relationships

- Learn that empathy, communication skills, emotional literacy and positive mental health all contribute to healthy relationships
- Learn about the breadth of different family structures, lifestyles, religions and cultures and understand how to show respect and celebrate difference
- Are able to ask for support and support others when relationships are tough.

4.2.2 Our School Context

We weave a variety of approaches which support Anti-bullying into the wider life of our school e.g. Peer mediators, assembly programme

We offer a variety of interventions and support to children experiencing friendship difficulties or experiencing bullying e.g. Circles of Support, play leaders, Inclusion worker, Acorn Project-Happy Minds

All members of staff understand their role in supporting our strong anti-bullying culture.

Other school policies which are particularly relevant to our work to support mental health are Safeguarding, Behaviour, Anti-bullying, Acceptable Use.

4.3 Relationships and Sex Education (RSE)

4.3.1 Our Aims for RSE

We recognise that children learn about relationships and their growing and changing bodies at home and at school. We believe that a partnership between home and school is the most supportive environment for learning in this area. At school, children learn about RSE topics through planned lessons, but also through wider provision and our inclusive school environment.

In addition to our broad aims for Relationships Education, in our planned lessons on Relationships and Sex Education we aim to ensure that children:

- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children
- name the private parts of the body confidently and communicate with trusted adults to keep themselves safe
- be prepared for puberty and the emotional and physical effects of body changes, including menstrual wellbeing
- understand the attitudes and skills needed to maintain personal hygiene

4.3.2 Our School Context

Relationships and Sex Education combines elements of Relationships Education (e.g. learning about families, personal safety and emotional wellbeing) with aspects of Health Education (e.g. learning about the spread of illnesses and the changing adolescent body). This combination offers the best location for our provision of non-statutory sex education. Although 'RSE' as a subject is not statutory at primary level, many aspects of our RSE curriculum are statutory parts of Relationships Education and Health Education. Some elements of our RSE topic are part of the statutory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses).

We will ensure that children receive teaching about puberty in both Y5 and Y6 in order to prepare them for the physical, emotional and social changes they are approaching or undergoing. We will review the age at which puberty is introduced depending on the needs of each cohort.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we may use single-sex groups or small group teaching where this will help us to meet the needs of particular children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

4.4 Curriculum Materials and Resources

We will primarily use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering Relationships Education. We will avoid a 'resource-led' approach, instead focussing on the needs of the children and the key knowledge we wish to impart. We will carefully select resources. We will evaluate teaching resources thoroughly before using them. We will select resources which:

- are consistent with our curriculum for Relationships Education
- relate to the aims and objectives of this policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product, religious view point
- avoid racial, gender, sexual, cultural and religious stereotyping and heteronormativity
- encourage active and participative learning
- conform to the statutory requirements for Relationships Education.

4.5 Safe and Effective Practice

At Godmanchester Community Academy, we have a clear Confidentiality Policy, which is shared with staff, pupils and parents/carers. This policy is communicated to parents/carers via the School website. The policy states that:

- Staff are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (taking special care with very young children or those with significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality than school staff are able to give. However, in a classroom and other teaching situations, when they are contributing to our planned Relationships Education programme, they will follow the school's Confidentiality Policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with classes.

Answering Questions: We acknowledge that sensitive and complex issues will arise in Relationships Education, as pupils will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the

pupil/s who have asked the question. Teachers may decide to inform families about questions which go beyond the planned curriculum, in order to further home/school partnerships. If a member of staff is uncertain about the answer to a question which goes beyond the curriculum, or indeed whether they wish to answer it, they will seek guidance from the PSHCE Subject Leader/Designated Safeguarding Lead. In some cases, the question will reach beyond the planned curriculum for Y6 and the question will not be answered in school. The child will be asked if they would like support to ask their questions at home or to another trusted adult.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or exploitation, teachers will pass this information to the DSL in line with the school Safeguarding policy.

5. Sex Education Policy

5.1 Definition of Sex Education

Following guidance from the DfE, we define Sex Education as learning about ‘how a (human) baby is conceived and born’.

This extends the learning about sexual reproduction in ‘some plants and animals’ required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education, as understanding sexual reproduction in humans enables children to understand the processes of puberty.

5.2 Consultation about Sex Education

We have taken into account the DfE’s recommendation that all primary schools have a Sex Education programme and we understand that this is not statutory. We understand that our teaching in sex education must be tailored to the needs and physical and emotional maturity of the pupils.

Parents/carers, governors and pupils have been consulted about this and our school has decided that we will offer content in Sex Education in the context of Relationships Education and Relationships and Sex Education.

5.3 Content of Sex Education

The content of our Sex Education programme will be gradually developed in an age appropriate way. The children will not learn about human sexual reproduction until Year 6.

From Reception children will discuss body parts using age appropriate vocabulary.

Year 2 will learn that human babies grow inside their mothers alongside learning in Science that adult animals produce offspring like themselves. (Cats have kittens. Cows have calves etc.)

Year 5 will learn that every human began when a seed from a male and an egg from a female join together. They will not yet learn about the means by which egg and sperm join.

Year 6 will learn about human sexual reproduction and other ways that eggs and sperm are joined (eg IVF) in age appropriate detail. They will learn about vaginal birth and caesarean section in age appropriate ways, reflecting the experiences of children and families they know.

5.4 Teaching Methodologies

In Sex Education, there is a certain amount of knowledge which has to be imparted. Teachers will give the facts in an accessible way using a range of approaches, such as picture books and scientific descriptions. We will avoid resource-led approaches which rely on worksheets or lengthy audio visual resources. Pupils will be asked to consolidate their learning in ways which enable them to develop skills to discuss sexual body parts and functions confidently.

5.5 Delivery of the Sex Education Curriculum

Sex Education will be delivered as part of our Science curriculum (Years 1-5) or through our topic called Relationships and Sex Education (RSE) (Years 6) by a teacher, who knows the needs and natures of the children. The teacher is best placed to tailor the learning to the needs of the pupils.

Parents/carers will be informed by letter/email about the content of the curriculum in advance of teaching and will be invited to talk to staff if they have questions.

Teachers will be offered support to develop their skills and to learn from others where needed.

5.6 Right to be excused from Sex Education

Parents/carers have the right to request that their child be excused from some or all of Sex Education delivered as part Relationships Education which do not form part of the National Curriculum. Any parent/carer wishing to withdraw their child from the SRE curriculum and/or to further discuss any aspect of the curriculum in more detail should put their request in writing and address this to the Head Teacher. Before granting any such request the Head Teacher in conjunction with the PSHE Subject Leader will discuss the request with parents/carers (and if appropriate with the child) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the child of being part of the lessons will also be discussed. We will record the discussion and the outcomes.

We will consider compromise arrangements which will enable the child to receive Sex Education at school (e.g. same sex teacher, same sex teaching group).

We will offer support to parents/carers who wish to deliver Sex Education at home.

If a pupil is excused from Sex Education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

The parents/carers will be asked to reconfirm their decision to withdraw their children from Sex Education each time a Sex Education element is planned for their child.

6. Monitoring, Review and Evaluation

Monitoring, review and evaluation of the Policy is the responsibility of the PSHE Subject Leader. The governing body will ask for information relating to the effectiveness of the policy when it is monitored every year. Information will be gathered from the Head Teacher, the PSHE Subject Leader parents/carers and pupils to inform judgements about effectiveness.

The policy will be comprehensively reviewed with engagement from members of the school community every three years, or sooner if an issue or incident occurs which warrants it.

Information gathered to inform the comprehensive review may include feedback from the teachers about the curriculum provision and staff confidence, views of pupils, views of parents/carers, parent/carer comments and concerns, level of parent/carer withdrawal from Sex Education.

7. Appendices

7.1 Our Relationship Education Curriculum

7.2 Linked National Documents

7.3 Our Charter: Working Together in RSE

7.4 Request to Withdraw Form

7.5 Teaching about LGBT+

7.1 Our Relationships Education Curriculum

Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Rights and Responsibilities	Family and Friends	Online Relationships	Personal Safety	Drug Education	Relationship and Sex Education
Year 5	Beginning and Belonging	Anti-Bullying	Diversity and Community	Managing Safety and Risks	Healthy Lifestyles	Relationship and Sex Education
Year 4	Rights and Responsibilities	Family and Friends	Personal Safety	Online Relationships	Drug Education	Managing Change
Year 3	Beginning and Belonging	My Emotions	Diversity and community	Healthy lifestyles	Managing Safety and Risks	Relationship Education
Year 2	Rights and Responsibilities	Anti-Bullying	Family and Friends	Personal safety	Drug education	Relationship education
Year 1	Beginning and belonging	My Emotions	Diversity and community	Healthy lifestyles	Managing Safety and Risks	Managing change

Relationships Education (statutory)	Knowledge
Families and people who care for me	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability <u>(Yr2 FF, Yr4 FF, Yr6 FF)</u> • 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 <u>(Yr2 FF, Yr4 FF, Yr6 FF)</u> • 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 <u>(Yr1 DC, Yr2 FF, Yr3 DC, Yr4 FF, Yr5 DC, Yr6 FF)</u> • 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 <u>(Yr2 RE, Yr3 RE, Yr6 RSE)</u> • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong* <u>(Yr2 RE, Yr3 RE, Yr6 RSE)</u> • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed <u>(Yr2 PS, Yr4 PS, Yr6 PS)</u> <p><i>*Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</i></p>
Caring friendships	<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends <u>(Yr2 FF, Yr4 FF, Yr6 FF)</u> • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties <u>(Yr2 FF, Yr4 FF, Yr6 FF)</u> • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded <u>(Yr2 FF, Yr4 FF, Yr6 FF)</u> • 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 <u>(Yr2 FF, Yr4 FF, Yr6 FF)</u> • 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 <u>(Yr2 PS, Yr2 FF, Yr4 PS, Yr4 FF, Yr6 PS, Yr6 FF)</u>
Respectful relationships	<ul style="list-style-type: none"> <input type="checkbox"/> 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 <u>(Yr1 DC, Yr3 DC, Yr5 DC)</u> <input type="checkbox"/> practical steps they can take in a range of different contexts to improve or support respectful relationships <u>(Yr1 DC, Yr3 DC, Yr5 DC)</u> <input type="checkbox"/> the conventions of courtesy and manners <u>(Yr2 RRR, Yr4 RRR, Yr6 RRR)</u> <input type="checkbox"/> the importance of self-respect and how this links to their own happiness <u>(Yr1 ME, Yr3 ME)</u> <input type="checkbox"/> 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 <u>(Yr1 DC, Yr2 RRR, Yr3 DC, Yr4 RRR, Yr5 DC, Yr6 RRR)</u> <input type="checkbox"/> 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 <u>(Yr5 AB)</u> <input type="checkbox"/> what a stereotype is, and how stereotypes can be unfair, negative or destructive <u>(Yr1 DC, Yr3 DC, Yr5 DC)</u>

	<ul style="list-style-type: none"> □ the importance of permission-seeking and giving in relationships with friends, peers and adults (<u>Yr2 PS, Yr4 PS, Yr6 PS</u>)
Online relationships	<ul style="list-style-type: none"> □ that people sometimes behave differently online, including by pretending to be someone they are not (<u>Yr2 PS, Yr4 PS, Yr6 PS</u>) □ 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 (<u>Yr6 RRR</u>) □ the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (<u>Yr2 PS, Yr4 PS, Yr6 PS</u>) □ 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 (<u>Yr4 OR, Yr6 OR- Computing Curriculum</u>)
Being safe	<ul style="list-style-type: none"> □ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (<u>Yr2 PS, Yr4 PS, Yr6 PS</u>) □ 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 (<u>Yr2 PS, Yr4 PS, Yr6 PS</u>) □ that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (<u>Yr2 PS, Yr4 PS, Yr6 PS</u>) □ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (<u>Yr2 PS, Yr4 PS, Yr6 PS</u>) □ how to recognise and report feelings of being unsafe or feeling bad about any adult (<u>Yr2 PS, Yr4 PS, Yr6 PS</u>) □ how to ask for advice or help for themselves or others, and to keep trying until they are heard, (<u>Yr2 PS, Yr4 PS, Yr6 PS</u>) □ how to report concerns or abuse, and the vocabulary and confidence needed to do so (<u>Yr2 PS, Yr3 RE, Yr4 PS, Yr5 RSE, Yr6 PS</u>) □ where to get advice, for example family, school or other sources (<u>Yr2 PS, Yr4 PS, Yr6 PS</u>)

Physical Health and Mental Wellbeing	Knowledge
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health (<u>Yr1 ME, Yr3 ME, Yr5 ME</u>) • 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 (<u>Yr1 ME, Yr3 ME, Yr5 ME</u>) • 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 (<u>Yr1 ME, Yr2 PS, Yr3 ME, Yr4 PS, Yr5 ME</u>)

	<ul style="list-style-type: none"> □ how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (<u>Yr1 ME, Yr3 ME, Yr5 ME</u>) □ the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness (<u>Yr1 DC, Yr3 DC, Yr5 DC</u>) □ simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (<u>Yr1 ME, Yr3 ME, Yr5 ME</u>) □ isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (<u>Yr1 ME, Yr3 ME, Yr5 ME</u>) □ that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (<u>Yr5 AB</u>)
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	<ul style="list-style-type: none"> <input type="checkbox"/> 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) <u>(Yr1 ME, Yr3 ME, Yr5 ME)</u> <input type="checkbox"/> it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough <u>(Yr1 ME, Yr3 ME, Yr5 ME)</u>
Internet safety and harms	<ul style="list-style-type: none"> <input type="checkbox"/> that for most people the internet is an integral part of life and has many benefits <u>(Yr4 OR, Yr6 OR- Computing Curriculum)</u> <input type="checkbox"/> 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 <u>(Yr4 OR, Yr6 OR- Computing Curriculum)</u> <input type="checkbox"/> how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private <u>(Yr4 OR, Yr6 OR- Computing Curriculum)</u> <input type="checkbox"/> why social media, some computer games and online gaming, for example, are age restricted <u>(Yr4 OR, Yr6 OR- Computing Curriculum)</u> <input type="checkbox"/> 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 <u>(Yr4 OR, Yr6 OR- Computing Curriculum)</u> <input type="checkbox"/> how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted <u>(Yr4 OR, Yr6 OR- Computing Curriculum)</u> <input type="checkbox"/> where and how to report concerns and get support with issues online <u>(Yr4 OR, Yr6 OR- Computing Curriculum)</u>
Physical health and fitness	<ul style="list-style-type: none"> <input type="checkbox"/> the characteristics and mental and physical benefits of an active lifestyle <u>(Yr1 HL, Yr3 HL, Yr5 HL)</u> <input type="checkbox"/> 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 <u>(Yr1 HL, Yr3 HL, Yr5 HL)</u> <input type="checkbox"/> the risks associated with an inactive lifestyle (including obesity) <u>(Yr1 HL, Yr3 HL, Yr5 HL)</u> <input type="checkbox"/> how and when to seek support including which adults to speak to in school if they are worried about their health <u>(Yr1 HL, Yr3 HL, Yr5 HL)</u>
Healthy eating	<ul style="list-style-type: none"> <input type="checkbox"/> what constitutes a healthy diet (including understanding calories and other nutritional content) <u>(Yr1 HL, Yr3 HL, Yr5 HL)</u> <input type="checkbox"/> the principles of planning and preparing a range of healthy meals <u>(Yr1-6 Food Technology, Yr3 HL, Yr5 HL)</u> <input type="checkbox"/> 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) <u>(Yr1 HL, Yr3 HL, Yr5 HL)</u>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <input type="checkbox"/> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking <u>(Yr2 DE, Yr4 DE, Yr6 DE)</u>
Health and prevention	<ul style="list-style-type: none"> <input type="checkbox"/> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body <u>(Yr1 HL, Yr3 HL, Yr5 HL)</u>
	<ul style="list-style-type: none"> <input type="checkbox"/> about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer <u>(Yr1 MSR, Yr3 MSR, Yr5 MSR)</u> <input type="checkbox"/> the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn <u>(Yr1 HL, Yr3 HL, Yr5 HL)</u> <input type="checkbox"/> about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist <u>(Yr1 HL, Yr3 HL, Yr5 HL)</u>

	<ul style="list-style-type: none"> <input type="checkbox"/> about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing (Yr3 RE, Yr5 RSE) <input type="checkbox"/> the facts and science relating to allergies, immunisation and vaccination (Yr2 DE, Yr4 DE, Yr6 DE)
Basic first aid	<ul style="list-style-type: none"> <input type="checkbox"/> how to make a clear and efficient call to emergency services if necessary (Yr5) <input type="checkbox"/> concepts of basic first-aid, for example dealing with common injuries, including head injuries (Yr5)
Changing adolescent body	<ul style="list-style-type: none"> <input type="checkbox"/> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (Yr5 RSE, Yr6 RSE) <input type="checkbox"/> about menstrual wellbeing including the key facts about the menstrual cycle (Yr5 RSE, Yr6 RSE)

Sex Education	Knowledge and Vocabulary* <i>*vocabulary is introduced in the contexts of Personal Safety, Healthy Lifestyles, Managing Safety and Risks and through the Science curriculum.</i>
Year R	Penis, Testicles, Vagina, Bottom
Year 1	Penis, Testicles, Vagina, Vulva, Bottom
Year 2 (Science)	Penis, Testicles, Vagina, Vulva, Bottom Offspring. Adult animals produce offspring. In humans, a baby (or foetus) grows inside of its mother (or a female) <i>To understand that babies grow inside a female body until they are ready to be born.</i>
Year 3	Penis, Testicles, Vagina, Vulva, Bottom, Breast, Nipple, Anus, Scrotum
Year 4	Penis, Testicles, Vagina, Vulva, Bottom, Breast, Nipple, Anus, Scrotum
Year 5 (Science)	Year 3/4 + Puberty, Period, Fallopian Tube, Ovary, Menstruation, Pubic Hair, Womb, Urethra, Voice Breaking, Ovulation Reproduction. Every human began when a seed from a male and an egg from a female join together. This produces an embryo which grows into a foetus and in turn is born as a baby. <i>To understand that babies begin when a male seed and a female egg join together.</i>
Year 6 (Relationships and Sex Education)	Year 5+ Cervix, Labia, Clitoris, Uterus, Sperm, Arousal, Erection, Sexual Intercourse, Sex, Ejaculation, Conception, Pregnancy Human sexual reproduction. A female's egg is fertilised by a male's sperm through sexual reproduction. There are a number of other ways an egg and sperm can be joined (IVF). Babies may be born via vaginal birth or caesarean section. <i>To know facts about the human life cycle, including sexual reproduction and sexual intercourse.</i>

7.2 Linked National Documents

[RSE and Health Education](#)

[Children and Social Work Bill 2017.](#)

[Sex and Relationships Education for the 21st Century'.](#)

[Equality Act 2010](#)

[Keeping Children Safe in Education](#)

7.3 Our Charter: Working Together in RSE

We are all committed to working towards the implementation and development of the following entitlements.

Children and Young People are entitled to:

- Be valued and respected for who they are, taking into account their background, culture, faith, identity and needs
- Accurate, up-to-date, useful and age-appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme as appropriate.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for their pupils
- Professional guidance and support
- A clear understanding of school policy relating to RSE.

Parents, carers and other adults in the community are entitled to:

- Accurate, up-to-date, information about RSE policy delivered in an accessible way
- A safe learning environment for their children
- Information on how and when their children are taught RSE
- Understand their right to withdraw their child from the aspects of the curriculum defined as 'sex education' and the process for expressing this right
- Have their views and needs listened to in a respectful, non-judgemental manner.

7.4 Withdrawal from Sex Education Components of RSE Curriculum Form

To be completed by Parents/carers			
Name of child		Class	
Name of parent		Date	
Reason (s) for withdrawing from Sex Education within Relationships and Sex Education			
Any other information you would like the school to consider			
Parent Signature			

To be completed by the school: Agreed actions from discussion with parents/carers

7.5 Teaching about LGBT+

EQUALITY, DIVERSITY AND INCLUSION ARE EVERYONE'S RESPONSIBILITY

It is important that there is an understanding that LGBT+ realities, identities and relationships need to be taught in a climate of real equality, diversity and inclusion. Equality, diversity and inclusion are the responsibility of everyone: the school cleaner; the school's kitchen staff; governors and trustees; teachers and all those working in the classrooms; as well as senior managers.

The DfE Relationships Education RSE and Health Education Guidance (2019), the Equality Act 2010 and the Public Sector Equality Duty, advice to schools (2014), as well as the Ofsted Education Inspection Framework (2019), make it clear that equality and inclusion of minority groups, including those who have minority gender identities and sexual orientations, are a legal requirement. LGBT+ inclusion is also a necessary and desirable aspect of providing education in schools and should be included in Relationships Education, as part of PSHE, in an age appropriate way that is sensitive to the backgrounds, families and identities of our children and young people.

How this subject is discussed, included and taught at Godmanchester Community Academy is important for the wellbeing of staff and pupils, as well as helping to reflect and prepare all children and young people for life in 21st century Britain. It is important that we are sensitive to the way all individuals in our school community describe their identities, including their gender identities, and to guard against making cisnormative (and heteronormative) assumptions. When families join our school, we understand that they will take a much greater part in school life if they see themselves included and reflected in the school environment. The children whose families feel part of the school community benefit as a result.

The DfE Guidance (2019) states: *Schools should ensure that all their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.*

This makes it clear that LGBT+ lessons are not to be taught in isolation, where the content is only about LGBT+ families, relationships and identities, but incorporated in lessons where relevant and age appropriate. An example of this could be learning about marriage, where it is important to include representation of heterosexual and gay marriages and the fact that, by UK law, same sex couples are able to marry. Issues concerning LGBT+ identities and relationships may also be explored as part of Anti-bullying lessons. It may be that a child has been bullied or putdown for challenging perceived gender norms through dress, behaviour or friendships. Some children may respond to this by using homophobic, biphobic or transphobic language, regardless of the identity of the person being bullied. Whenever people are treated badly or bullied because others identify them as not adhering to stereotypical norms, this must be challenged. In this case, learning about respect, challenging stereotypes and different identities is not primarily a lesson on LGBT+ identities, but a lesson on respectful relationships and positive friendships which challenge bullying.

Talking about differing families should include families that are headed by same-sex parents/carers, along with families headed by opposite sex parents/carers, step-families, one parent families, those being headed by grandparents, children in local authority care, children acting as carers within the family, extended families and others.

Discussion of respectful relationships, self-respect, anti-bullying and stereotypes, should incorporate LGBT+ relationships and identities alongside other identities.

KEY STAGE ONE

Discussing families and what a loving family should be like is frequently taught in Key Stage 1 and should include mention and images of different family types. In the Cambridgeshire Primary Personal Development Programme (PDP), this learning is covered in Diversity and Community 1/2.

The relevant Learning Objectives are:

To begin to understand what builds their sense of identity through exploring similarities and differences (RR)

To begin to understand that perceptions of gender may limit personal expression and choice (RR)

To express their family's structure, traditions, culture and beliefs and recognise that other families are different (FP)

The focus at KS1 is to base the learning on the lived experiences of children in the class, so the children understand the diversity within their peer group and learn to communicate respectfully with each other. It is also worth noting that there are likely to be children in school with LGBT+ parents/carers or with LGBT+ family or friends and this must be respected, and the children made to feel valued and understood in schools. Talking about different families will help with this. Schools may choose resources which reflect a breadth of family structures, ensuring that children in the class see themselves reflected back in the resources.

KEY STAGE TWO

In the Cambridgeshire PDP learning about LGBT+ identities and relationships mainly occurs in Diversity and Communities 3/4 and Diversity and Communities 5/6.

The relevant learning objectives in these units are as follows:

Diversity and Communities 3/4

To explore how perceived similarities and differences contribute to the building of a sense of identity (RR)

To explore personal characteristics often associated with gender and understand how these affect behaviour, identity and choices To know that families are made up in a variety of ways (FP)

To understand about the breadth of cultures, traditions and beliefs of people in their locality (RR) To understand the importance of valuing difference and diversity (RR)

To understand what stereotypes are, their negative effects and ways to challenge them (RR)

Diversity and Communities 5/6

To explore the elements that make up people's identities and how other's perceptions can influence identity. (RR)

To explore how perceptions of gender amongst peers and the media affect identity, emotions, friendships, behaviour and choices. (RR)

To explore the variety of origins, national identities, religious beliefs, cultural traditions and lifestyles locally and in the UK. (RR)

To understand why people should show respect for those with different lifestyles, beliefs and traditions and explore ways to demonstrate respect. (RR)

To recognise the negative effects of stereotyping and how they might lead to prejudice. (RR)

LGBT+, LANGUAGE AND SEX EDUCATION

Sex Education is defined as ‘how a baby is conceived and born’ (DfE Guidance, para 67). In primary schools, sex education is about human conception and birth, not about adult sexual activity for purposes other than reproduction. Mention of LGBT+ relationships and identities is not part of sex education at primary school. Answers to questions asked in whole class settings concerning LGBT+ relationships should remain non-sexual in nature. Even though LGBT+ identities are not mentioned specifically in the outcomes, issues about anti-bullying, respecting difference and understanding different families should be covered and it will be necessary to explain some language concerning LGBT+ families, relationships and identities.