



# Kingsway Primary Academy

## Relationships Education Policy

Ratified: November 2023

Next Review Date: November 2024

## Policy Responsibilities and Review

Policy type:	School
Guidance:	
Related policies:	Safeguarding Policy
Review frequency:	Annually
Committee responsible:	Local Governing Committee
Chair signature:	Matt Jones
Changes in latest version:	

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## 1. Definition

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of pupils and involves learning about positive relationships, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

Statutory aspects of sex education are covered in the science curriculum.

## 2. Aims

All schools within the Warrington Primary Academy Trust teach Relationships Education following guidance from the DfE and the PHSE Association. This ensures that age appropriate learning is mapped into our programmes of study. Key Elements are provided in Appendix 1 and 2 for information.

Biological aspects of sex education are taught within the Science Curriculum and they are again designed to be age appropriate. Our aims for RSE are to:

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

The first of our core values is Children First – Everything we do is in the interest of children first and foremost.

## 3. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

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

RSE is taught in compliance with the relevant requirements of the Equality Act 2010 and schools advice. RSE is taught in compliance with the SEND Code of Conduct (see section 10: Pupils with SEND)

At Warrington Primary Academy Trust we teach RSE as set out in this policy.

## 4. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 5. Curriculum

Our curriculum is set out as per Appendix 1. The curriculum may need to be adapted in response to changes in cohorts and to reflect changes in the wider world. Any changes made will be available on the website.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will be delivered as a component of the Science Curriculum only and will focus on:

Science KS1: notice that animals, including humans, have offspring which grow into adults

Science KS2: describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird, describe the life process of reproduction in some plants and animals, and describe the changes as humans develop to old age

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of Relationship Education

Our Curriculum Map shown in Appendix 1 breaks down the course of study into the following sections.

Appendix 2 provides further detail of the content for each section.

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships

- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents, families headed by grandparents, older siblings, 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).

## 7. Roles and responsibilities

### 7.1 The Trustees

The Trustees Standards Committee will approve the RSE policy, and hold the Headteacher to account for its implementation.

### 7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils. Only applicable to non- statutory or non- Science sex education (see section 8).

### 7.3 Staff

Staff are responsible for:

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

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

**Executive Headteacher:** Mrs P Warding

**PSHE Subject Lead:** Miss S Rowland

**Curriculum Lead:** Miss Gillian Rowlands **RSE**

**and PSHE Governor Lead:**

**Designated Safeguarding Lead:** Mrs P Warding

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress

- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from nonstatutory/non-science components of RSE

PSHE may be taught by all class-based staff. Staff who do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

#### 7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes, 12 as set out in the SEND code of practice, when teaching these subjects to those with SEND.

Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.

### 8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. WPAT schools currently do not teach any non- statutory or non- science components of sex education.

### 9. Training

Staff are trained on the delivery of Relationships Education and the Biological Aspects of Science as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

### 10. Monitoring arrangements

The delivery of RSE is monitored by the Headteacher through:

- Monitoring arrangements, such as planning scrutinies, learning walks, and lesson observations
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

- This policy will be reviewed by the Trustees Quality of Education committee and Kingsway Primary Academy LGC
- At every review, the policy will be approved by The Trustees Quality of Education committee

## Appendix 1: Curriculum map

### Personal Development Long Term Plan (including Jigsaw)

#### EYFS Personal Development Long Term Plan

<b>Nursery</b>	Health & Wellbeing	Relationships	Living in the Wider World
<b>Reception</b>	Health & Wellbeing	Relationships	Living in the Wider World

#### KS1 Personal Development Long Term Plan

##### The Jigsaw Scheme

<b>YEAR A</b>	<b>Being Me</b> age 5-7 units 1 & 2	<b>Celebrating Difference</b> age 5-7 units 1 & 2	<b>Dreams and Goals</b> age 5-7 units 1 & 2
<b>YEAR B</b>	<b>Being Healthy</b> age 5-7 units 1 & 2	<b>Relationships</b> age 5-7 units 1 & 2	<b>Changing Me</b> age 5-7 units 1 & 2

#### PSHE Wider Safety (school contextual themes)

**Strands:** Citizenship / British Values / Economic Well-Being / Digital Media & Technology / Careers

<b>YEAR A</b>	<b>British Values; Democracy Rules &amp; Law</b> <ul style="list-style-type: none"> <li>Debate: Rules for a conversation</li> </ul>	<b>Wider safety</b> <ul style="list-style-type: none"> <li>Mental Health</li> <li>Sun Safety</li> </ul>	<b>Economic Well-Being</b> <ul style="list-style-type: none"> <li>How we get &amp; Keep money safe</li> <li>World of work</li> </ul>
	<b>Wider Safety</b> <ul style="list-style-type: none"> <li>Mental Health</li> </ul>	<b>Wider Safety</b> <ul style="list-style-type: none"> <li>Healthy Relationships (FGM)</li> </ul>	<b>Wider Safety</b> <ul style="list-style-type: none"> <li>Fire safety</li> </ul>



<b>YEAR B</b>	<ul style="list-style-type: none"> <li>Digital Media</li> </ul>	<ul style="list-style-type: none"> <li>Online Relationships &amp; Internet Safety</li> </ul>	<ul style="list-style-type: none"> <li>Debate; Rules for a conversation</li> </ul>
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Substantive and Disciplinary knowledge progression timelines have been produced for the 7 areas of PD. These capture how sequentially each concept builds on what has gone before providing the architectural structure that links across the MPT's. The intended learning documents capture all the intended knowledge and skills that will be taught within the Key Stage and within the 6 topics per Key Stage.

## LKS2 Personal Development Long Term Plan

### The Jigsaw Scheme

<b>YEAR A</b>	<b>Being Me</b> age 7-9 units 1 & 2	<b>Celebrating Difference</b> age 7-9 units 1 & 2	<b>Dreams and Goals</b> age 7-9 units 1 & 2
<b>YEAR B</b>	<b>Being Healthy</b> age 7-9 units 1 & 2	<b>Relationships</b> age 7-9 units 1 & 2	<b>Changing Me</b> age 7-9 units 1 & 2

### PSHE Wider Safety (school contextual themes)

**Strands:** Citizenship / British Values / Economic Well-Being / Digital Media & Technology / Careers

<b>YEAR A</b>	<b>British Values; Democracy Parliament and Election</b> <ul style="list-style-type: none"> <li>Debate; Rules for a Discussion</li> </ul>	<b>Wider Safety;</b> <ul style="list-style-type: none"> <li>Mental Health</li> <li>Rail Safety &amp; Road Safety</li> </ul>	<b>Economic Well-Being</b> <ul style="list-style-type: none"> <li>Tracking Money</li> <li>World of Work</li> </ul>
<b>YEAR B</b>	<b>Wider Safety</b> <ul style="list-style-type: none"> <li>Mental Health</li> <li>Digital Media</li> </ul>	<b>Wider Safety</b> <ul style="list-style-type: none"> <li>Healthy Relationships (FGM)</li> <li>Online Relationships &amp; Internet Safety</li> </ul>	<b>Wider Safety</b> <ul style="list-style-type: none"> <li>Fire safety</li> <li>Debate; Rules for a conversation</li> </ul>

Substantive and Disciplinary knowledge progression timelines have been produced for the 7 areas of PD. These capture how sequentially each concepts builds on what has gone before providing the architectural structure that links across the MTP's. The intended learning documents capture all the intended knowledge and skills that will be taught within the Key Stage and within the 6 topics per Key Stage.

## UKS2 Personal Development Long Term Plan

### The Jigsaw Scheme

<b>YEAR A</b>	<b>Being Me</b> age 9-11 units 1 & 2	<b>Celebrating Difference</b> age 9-11 units 1 & 2	<b>Dreams and Goals</b> age 9-11 units 1 & 2
<b>YEAR B</b>	<b>Being Healthy</b> age 9-11 units 1 & 2	<b>Relationships</b> age 9-11 units 1 & 2	<b>Changing Me</b> age 9-11 units 1 & 2

### PSHE Wider Safety (school contextual themes)

**Strands:** Citizenship / British Values / Economic Well-Being / Digital Media & Technology / Careers

<b>YEAR A</b>	<b>British Values; Democracy</b> <ul style="list-style-type: none"> <li>• Debate: Rules for a Discussion</li> </ul>	<b>Wider safety;</b> <ul style="list-style-type: none"> <li>• Mental Health</li> <li>• Gangs / County Lines Safety</li> </ul>	<b>Economic Well -Being</b> <ul style="list-style-type: none"> <li>• Saving and Spending</li> <li>• World of Work</li> </ul>
<b>YEAR B</b>	<b>Wider Safety</b> <ul style="list-style-type: none"> <li>• Mental Health</li> <li>• Digital Media</li> </ul>	<b>Wider Safety</b> <ul style="list-style-type: none"> <li>• Healthy Relationships (FGM)</li> <li>• Online Relationships &amp; Internet Safety</li> </ul>	<b>Wider Safety</b> <ul style="list-style-type: none"> <li>• Fire safety</li> <li>• Debate; Rules for a conversation</li> </ul>

Substantive and Disciplinary knowledge progression timelines have been produced for the 7 areas of PD. These capture how sequentially each concepts builds on what has gone before providing the architectural structure that links across the MPT's. The intended learning documents capture all the intended knowledge and skills that will be taught within the Key Stage and within the 6 topics per Key Stage.







