



Subject: Relationships and Sex Education	Number: POL00133
Approved by:	Type: Policy
Managing Director	Issued: September 23
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1. Objectives

The Robert Holme Academy’s is based on the DfE’s document ‘Sex and Relationship Education Guidance’ (DfES 0116/2000) with a primary focus to promote respect within relationships and families while keeping safe.

In the DfES document, sex education is defined as ‘learning about physical, moral and emotional development’. The guidance states, ‘It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.’

The Robert Holme Academy takes its legal responsibility to provide an appropriate relationships and sex education policy and curriculum. As a school, we aim to embed the teaching of relationships into the entire curriculum and school experience and combine specific topics within PSHE lessons while embedding this within wider aspects of the curriculum.

The Robert Holme Academy will ensure that all teaching materials and resources are appropriate for the age and aptitude of the students and will also take any religious beliefs into consideration when planning lessons.

The school hopes to provide an environment where students feel able to ask any questions. When we teach sex education relating to sexual issues, we do this regarding morality and individual responsibility. We teach this in a way that allows students to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

The Robert Holme Academy will consult with parents with regards to any sex education that is taught within the school and will give information in advance of these lessons to ensure that families are happy with the content being taught. We aim to work together, with mutual understanding and cooperation to answer any questions parents may have about the teaching of relationships and sex education.

2. Scope and Applicability

The policy applies to all members of staff and students attending the Robert Holme Academy. Topics covered by this policy include, but are not limited to:

- the physiological development of the human body as it grows to adulthood;
- human reproduction;
- friendships;
- staying safe;
- respect for your own body;
- The importance of family life;
- relationship issues;
- respect for the views of other people;
- respect for other people and their bodies;
- sexual abuse and what to do if worried about any sexual matters.



3. Procedures

3.1 Responsibilities

3.1.1 Responsibilities of the Managing Director

The Managing Director has the overall responsibility to ensure that this policy is in line with current government legislation, shared with the school community and that it is reviewed and updated on a regular basis.

The Managing Director is responsible for ensuring appropriate funding and resources are in place to support the implementation of this policy.

The Managing Director is also jointly responsible for implementation of this policy, along with the Headteacher.

3.1.2 Responsibilities of the Headteacher

The Headteacher is responsible for ensuring that this policy and related documentation are implemented properly and that a broad curriculum is offered to support the students within the school covering the scope of this policy.

3.1.3 Responsibilities of Staff

The Robert Holme Academy expects all staff to follow the instructions contained within this policy and implement the necessary practices to achieve its objectives. This includes using day-to-day opportunities to emphasise the principles and values laid down in this policy, together with formal lessons as part of the curriculum.

3.1.4 Responsibilities of Parents

The Robert Holme Academy believes that the primary teaching of relationships and sex education lies with the child's parents and as a school we aim to work with families to support and encourage the development of this learning.

The Robert Holme Academy understands that sometimes a parent may not want their child to take part in all aspects of this program. If a parent wishes for their child to withdraw from an aspect of this program they should speak to the class teacher initially to confirm the specific details and context, before giving written notice which clearly states which aspects of the programme they do not wish for their child to participate in. Robert Holme Academy hopes to always comply with parents' wishes in this regard.

The Robert Holme Academy will also take on feedback with regards to the implementation of this policy and use this to further develop the curriculum.

3.2 Topics to be covered in the curriculum

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools.

By the end of primary education, the school intends to cover the statutory topics of:

- families who care for me;
- caring friendships;
- respectful relationships;
- online relationships;
- being safe.

An outline of each topic and how it is applied is provided below.



3.2.1 *Families and people who care for me*

Here we explain that families are important for children growing up because they can give love, security and stability. We highlight:

- the characteristics of healthy family life;
- commitment to each other, including in times of difficulty;
- the protection and care for children and other family members;
- the importance of spending time together; and
- sharing each other's lives.

We show 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. We place emphasis on 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.

We also introduce the principle of marriage and explain that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

In contrast, we highlight how to recognise if family relationships are breaking down - making the pupil feel insecure, unhappy or unsafe, and how to seek help or advice from others if this is needed.

3.2.2 *Caring friendships*

We demonstrate the importance and value of friendships and how these relationships are necessary in helping the pupil feel happy and secure.

We also explain the characteristics of friendship, while underlining the importance of mutual respect, honesty, trust, loyalty and kindness in a friendship relationship. We show how these traits help the pupil to share interests and experiences with others while also providing a foundation for mutual support with problems and challenges.

We also highlight the value of friendships, where healthy friendships provide wide-ranging benefits helping the pupil to not feel lonely or excluded.

However, we will also explain that friendships, as with other relationships, often have their ups and downs, but these can often be resolved with positive intent and by working together. In contrast, it will show how retribution, abuse and potential violence is never the right way to resolve conflict.

Emphasis is given throughout to enable the pupil to understand how to recognise positive relationships and how to recognise who to trust and who not to trust. This includes how to recognise when a friendship is making them feel uncomfortable or unhappy and how to deal with these situations, including how to seek guidance and advice from others.

3.2.3 *Respectful relationships*

Here we stress 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. We provide practical steps that can be taken in a range of contexts to improve or support respectful relationships

We use every opportunity to reinforce the conventions of courtesy, manners and social norms even if these practices may be challenging to learn and apply by the individual pupil, such as for those with significant autism traits.

We also stress the importance of self-respect and self-esteem and how these provide a foundation for the pupil's own happiness.



We show that in school and in wider society the pupil should 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.

We highlight and explain the different types of bullying (including cyberbullying), the impact of bullying on the individual, the responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help if a pupil feels bullied or threatened.

We also introduce, in simple terms, the principle of stereotyping and how stereotypes can be unfair, negative or destructive.

Throughout stress is given to the importance of permission-seeking and equality in relationships with friends, peers and adults.

3.2.4 Online relationships

We recognise that online friendships and relationships are a part of modern life and recognise that sooner or later our pupils will be reaching out to others online. Therefore, and above all, we stress that people sometimes behave and appear differently online than they would face-to-face. This includes pretending to be someone they are not.

We emphasise that the same principles apply to online relationships as they do to face-to-face relationships, including the importance of respect for others online even when they are anonymous.

We explain the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, along with how to report them to a responsible adult.

We show how to critically consider online friendships and sources of information including awareness of the risks associated with people the pupil has never met.

We also explain how information and data is shared, used and potentially misused online.

3.2.5 Being safe

We underline the importance keep safe in relationships while explaining the boundaries that are appropriate in friendships with peers and others, including on-line communication and friendships.

We introduce the concept of privacy and the implications of it for both children and adults, while emphasising that it is not always right to keep secrets if they relate to keeping safe.

We also explain that each person's body belongs to them, along with the differences between what's appropriate and inappropriate or unsafe physical contact.

We explain how to respond safely and appropriately to adults the pupil may encounter in all contexts, including online. This includes strangers and people they may know, but who may not be trusted. As such, we explain how to recognise and report feelings of being unsafe or feeling bad about any adult and how to ask for advice or help for themselves or others, and to keep trying until they are heard. We also explain how to report concerns or abuse, and the vocabulary and confidence needed to do so.

We also explain where to get advice from family, school or other sources.

3.3 Confidentiality

Lessons that relate to the learning of subjects within this policy are conducted in a sensitive manner and in confidence. However, if a student makes a reference to being involved in, likely to be involved in, or witnessing sexual activity, then this reference will be taken very seriously and dealt with in line with the Safeguarding & Child Protection Policy along with any indications that a child has been victim to sexual abuse. This will be reported to the Safeguarding lead who will follow the schools Safeguarding & Child Protection Policy.



3.4 Working with the wider community

The Robert Holme Academy encourages valued members of the community to work with us to provide advice, support and guidance to the students within our school with regards to their health education.

Representative of the community include but are not limited to:

- local health authorities;
- the regional school nursing team;
- social workers; and
- local authority family services.



4 ***References***

This policy has been developed in line with the following guidance:

1. DfE (2021) Relationships education(Primary), available at:
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>
2. DfE(2021) Relationships and sex education (RSE) and health education, available at:
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
3. Keeping children safe in education statutory guidance 2023, available at:
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>