



SYNERGY
EDUCATION
TRUST

Relationships and Sex Education Policy

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1. Relationships and Sex Education Policy Statement

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Effective Relationship and Sex Education does not encourage early sexual experimentation. It teaches young people to understand human sexuality and to respect themselves and others. It enables

young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.

It is recognised that RSE is a cross-curricular area, which impinges on all aspects of students' personal and social education and development. At Synergy Education Trust, we have a responsibility to provide education on relationships, health and wellbeing and sex education. This education is available to all pupils across the age ranges.

Synergy Education Trust and its schools are committed to the teaching of relationships education to provide an understanding and lifelong learning about physical, moral and emotional development. It ought to provide knowledge about the processes of reproduction and the nature of sexuality and relationships in a responsible and healthy manner. Due to the nature of the subject, this statement should be read and implemented in conjunction with each individual school's policy.

2. Statutory requirements

In our primary schools, we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. This legislation also requires us to provide RSE to all pupils at our secondary schools.

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. This would include the elements of sex education contained in the science curriculum at primary level.

In teaching RSE, we're 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.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

3. Curriculum content and delivery

Our RSE curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

RSE is taught within the personal, social, health and economic (PSHE) curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

We will share any curriculum resources and materials with parents and carers upon request.

Across our Primary Schools relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about individual school's curriculum, see the curriculum map in Appendix 1.

Across our schools with secondary provision, RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1,2,3.

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, 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).

Across our trust, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

4. Roles and responsibilities

4.1 The board of trustees

The board of trustees will approve the RSE statement, and hold the Local Governing Bodies to account for its implementation of each policy.

4.2 Chief Executive Officer

The CEO will:

- Work with headteachers to make sure they can implement the policy in their school
- Report to the board of trustees on any issues with its implementation across the trust

4.3 Local governing bodies

Local governing bodies are responsible for supporting the implementation of the policy at their school and reporting issues to the CEO if they occur.

4.4 The Head

The headteacher/head of school is responsible for ensuring that RSE is taught consistently across their school, for making sure that resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9).

4.5 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/carers wish them to be withdrawn from the non-statutory/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.

5. Parents' right to withdraw

Across our Primary schools' parents/carers do not have the right to withdraw their children from relationships education.

Parents/carers have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in the school's policy and addressed to the headteacher of the school.

Alternative work will be given to pupils who are withdrawn from sex education.

Across our Secondary Schools, parents/carers have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in the school's policy and addressed to the headteacher of the school.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

All withdrawal requests will be brought to the attention of the CEO or Deputy CEO.

See appendix 4

6. Use of external organisations and materials

Across our trust, we will make sure that any agency, and any materials used by them, are appropriate and in line with our legal duties around political impartiality.

We remain responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Our schools will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)

- The [Education Act 1996](#)
- Only work with external agencies where they have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the school, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share any external materials with parents and carers

Our academies won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher/head of school may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Appendix 1: Curriculum map

At Boundary Primary School with use the Christopher Winter Project planning and resources to support the teaching and delivery of discrete Relationships and Sex Education. These objects are delivered across school in the Spring Term. Our overview is outlined in the table below.

YEAR GROUP	CURRICULUM FOCUS	
EYFS	<p><u>Family and Friendships</u></p> <ol style="list-style-type: none"> 1. Caring Families 2. Being Kind 3. Families 	<ul style="list-style-type: none"> • To recognise the importance of friendship • To recognise the importance of saying sorry and forgiveness • To recognise that all families are different
Year 1	<p><u>Growing and Caring for Ourselves</u></p> <ol style="list-style-type: none"> 1. Different friends 2. Growing and Changing 3. Families and Care 	<ul style="list-style-type: none"> • To understand that we are all different but can still be friends • To discuss how children grow and change. • To explore different types of families and who to ask for help • To identify who can help when families make us feel unhappy or unsafe.
Year 2	<p><u>Differences</u></p> <ol style="list-style-type: none"> 1. Differences 2. Male and Female Animals 3. Naming Body Parts 	<ul style="list-style-type: none"> • To introduce the concept of gender stereotypes. • To identify differences between males and females • To explore some differences between males and females and to understand how this part of the lifecycle. • To focus on sexual difference and name body parts.
Year 3	<p><u>Valuing Difference and Keeping Safe</u></p> <ol style="list-style-type: none"> 1. Body Difference 2. Personal Space 3. Help and Support 	<ul style="list-style-type: none"> • To identify that people are unique and to respect those differences. • To explore the differences between male and female bodies. • To consider appropriate and inappropriate physical contact and consent. • To explore different types of families and who to go to for help and support.

YEAR GROUP	CURRICULUM FOCUS	
Year 4	<p><u>Growing Up</u></p> <ul style="list-style-type: none"> • Changes • What is puberty? • Healthy Relationships 	<ul style="list-style-type: none"> • To explore the human lifecycle. • To identify some basic facts about puberty. • To explore how puberty is linked to reproduction. • To explore respect in a range of relationships.
Year 5	<p><u>Puberty</u></p> <ol style="list-style-type: none"> 1. Talking about puberty 2. The Reproductive System 3. Help and Support 	<ul style="list-style-type: none"> • To explore the emotional and physical changes occurring in puberty. • To understand male and female puberty changes in more detail. • To explore the impact of puberty on the body and the importance of physical hygiene. • To explore ways to get support during puberty.
Year 6	<p><u>Puberty, Relationships and Reproduction</u></p> <ol style="list-style-type: none"> 1. Puberty and Reproduction 2. Communication in Relationships 3. Families, Conception and Pregnancy 4. Online Relationships. 	<ul style="list-style-type: none"> • To consider puberty and reproduction • To explore the importance of communication and respect in relationships. • To consider different ways people might start a family. • To explore positive and negative ways of communicating in a relationship including online.

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> ● That families are important for children growing up because they can give love, security and stability ● The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives ● That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care ● That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up ● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong ● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> ● How important friendships are in making us feel happy and secure, and how people choose and make friends ● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties ● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded ● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right ● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> ● The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● The conventions of courtesy and manners ● The importance of self-respect and how this links to their own happiness ● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority ● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying

TOPIC	PUPILS SHOULD KNOW
	<p>to an adult) and how to get help</p> <ul style="list-style-type: none"> ● What a stereotype is, and how stereotypes can be unfair, negative or destructive ● The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> ● That people sometimes behave differently online, including by pretending to be someone they are not ● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous ● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met ● How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> ● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) ● About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe ● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact ● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know ● How to recognise and report feelings of being unsafe or feeling bad about any adult ● How to ask for advice or help for themselves or others, and to keep trying until they are heard ● How to report concerns or abuse, and the vocabulary and confidence needed to do so ● Where to get advice e.g., family, school and/or other sources

Appendix 3: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> ● That there are different types of committed, stable relationships

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> ● How these relationships might contribute to human happiness and their importance for bringing up children ● What marriage is, including their legal status e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony ● Why marriage is an important relationship choice for many couples and why it must be freely entered into ● The characteristics and legal status of other types of long-term relationships ● The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting ● How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> ● 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 ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● 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) ● 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 ● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help ● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control ● What constitutes sexual harassment and sexual violence and why these are always unacceptable ● 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
Online and media	<ul style="list-style-type: none"> ● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online ● 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 ● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> ● What to do and where to get support to report material or manage issues online ● The impact of viewing harmful content ● 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 ● That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail ● How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> ● 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 ● 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)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> ● 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 ● 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 ● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women ● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others ● That they have a choice to delay sex or to enjoy intimacy without sex ● The facts about the full range of contraceptive choices, efficacy and options available ● The facts around pregnancy including miscarriage ● 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) ● 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 ● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none">● How the use of alcohol and drugs can lead to risky sexual behaviour● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 4: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent		Date	
Reason 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	

