



Bromley Trust Academy

Midfield Campus

Relationships and Sex Education Policy

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1. Aims

The aims of relationships and sex education (RSE) at our school 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
- Ensure that our RSE / PSHE Curriculum is aligned with our school values of DECIDE (Discovery, Endeavour, Community, Independence, Decision and Everyday)

2. 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 to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Across London South East Academies Trust we teach RSE as set out in this policy.

3. 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

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

6. Curriculum

Our curriculum is set out as per Appendix 1 but is reviewed and adapted when required.

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 do not seek answers online.

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

7. Delivery of RSE

At BTAM, the RSE Statutory framework is primarily delivered through the PSHE Curriculum. The PSHE Scheme of Work used at BTAM was developed by Coram Life Education and is called SCARF (Safety, Caring, Achievement, Resilience, Friendship). SCARF's whole-school approach supports primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement. Meeting all DfE requirements for statutory Relationships and Health Education, and mapped to the PSHE Association's Programme of Study, SCARF is a framework consisting of lesson plans, online planning, assessment and Ofsted tools.

This scheme ensures that we are able to confidently embed a comprehensive Relationships and Health Education curriculum across the school and in our everyday approach. As well as being an explicitly taught area of the curriculum, elements of this learning are reinforced and extended through the teaching of Science, PE, Computing, Esafety, Core theme weeks, Diversity Days, Impact Days, Food Technology and Social skills as well as being embedded in our everyday teaching practice, interactions and are also aligned with the values and moral purpose of the school and Trust. These values are also woven through our school values of DECIDE (Discovery, Endeavour, Community, Independence, Decisions and Everyday). The curriculum has been reviewed to enable cross curricular links in learning with corresponding subjects, where possible, throughout the year.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional and parents will be notified in advance of this and provided with an outline of what the learning will consist of.

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

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

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 or other relatives, 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 governing board

The governing board 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 from non-statutory/non-science components of RSE (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 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.

At BTAM the RSE Curriculum will be delivered to pupils via the class teaching team, this includes both teachers and support staff, however, the class teacher is responsible for ensuring that the lessons are appropriately planned and resourced.

7.4 Pupils

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

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.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

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

9. 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 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 Gina Queeley, Debbie and Paul Bailey (with further support offered by Debbie Belchamber) through the following processes:

- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems and records of this are kept in each class's PSHE file.

- End of term data collection is stored in Pupil Asset for PSHE.
- PSHE forms part of the school's self-reflection and evaluation process to monitor the quality of delivery, this includes work scrutiny, learning walks and lesson observations.
- Lesson plans are scrutinised to ensure coverage of the statutory elements.
- PSHE is reviewed annually as part of curriculum review and a full subject review is undertaken.

This policy will be reviewed by Gina Queeley (Deputy Head and Teaching & Learning Lead) and Paul Bailey (DSL and Behaviour and Pastoral Lead) annually. At every review, the policy will be approved by the Headteacher .

Appendix 1: Curriculum map

PSHE - SCARF (Coram Life Education – SCARF: Safety, Caring, Achievement, Resilience and Friendship – In line with PSHE Association)						
PSHE Reception SCARF	Me and My Relationships: All about me What makes me special Me and my special people Who can help me? My feelings (1) My feelings (2)	Valuing Differences: I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend	Keeping Myself Safe: What's safe to go on to my body? Keeping myself safe – what's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	Rights and Responsibilities: Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): Recognising, spending, using Looking after money (2): Saving money and keeping safe	Being My Best: Bouncing back when things go wrong Yes, I can! Healthy Eating My healthy mind Move your body A good night's sleep	Growing and Changing: Seasons Life stages – plants, animals, humans Life stages: Human life stage – who will I be? Where do babies come from? Getting bigger Me and my body – girls and boys Optional Project: Growing healthy foods (BTA)
PSHE Year 1 SCARF	Me and My Relationships: Why we have classroom rules Thinking about feelings Our feelings Feelings and bodies Our special people balloons Good friends How are you listening?	Valuing Differences: Same or different? Unkind, tease or bully? Harold's school rules Who are our special people? It's not fair!	Keeping Myself Safe: Healthy me Super sleep Who can help? (1) Harold Loses Geoffrey What could Harold do? Good or bad touches? Sharing pictures	Rights and Responsibilities: Harold's wash and brush up Around and about the school Taking care of something Harold's money How should we look after our money? Basic first aid	Being My Best: I can eat a rainbow Eat well Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise! Harold has a bad day	Growing and Changing: Inside my wonderful body (optional) Taking care of a baby Then and now Who can help? (2) Surprises and secrets Keeping privates private Optional Project: Growing healthy foods (BTA)
PSHE Year 2	Me and My Relationships: Our ideal classroom (1) Our ideal classroom (2) (optional) How are you feeling today? Bullying or teasing? (optional) Don't do that! Types of bullying Being a good friend Let's all be happy	Valuing Differences: What makes us who we are? How do we make others feel? My special people When someone is feeling left out An act of kindness Solve the problem	Keeping Myself Safe: Harold's picnic How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell? Some secrets should never be kept	Rights and Responsibilities: Getting on with others When I feel like erupting Feeling safe How can we look after our environment? Harold saves for something special Harold goes camping (optional) Playing games	Being My Best: You can do it My day Harold's postcard – helping us to keep clean and healthy Harold's bathroom My body needs... (optional) What does my body do?	Growing and Changing: A helping hand Sam moves away Haven't you grown! My body, your body Respecting privacy Basic First Aid

PSHE - SCARF (Coram Life Education – SCARF: Safety, Caring, Achievement, Resilience and Friendship – In line with PSHE Association)

PSHE Year 3	Me and My Relationships: As a rule My special pet (optional) Looking after our special people How can we solve this problem? Dan's dare Thanks Friends are special	Valuing Differences: Family and friends My community Respect and challenge Our friend and neighbours Let's celebrate our differences Zeb	Keeping Myself Safe: Safe of unsafe? Danger or risk? The Risk robot Alcohol and cigarettes: the facts Super searcher None of your business! Raisin challenge (1) (optional) Help or harm?	Rights and Responsibilities: Our helpful volunteers Helping each other to stay safe Recount task Harold's environment project Can Harold afford it? Earning money	Being My Best: Derek cooks dinner (Healthy eating) Poorly Harold For or against? I am fantastic! Getting on with your nerves! (optional) Body team work Top talents	Growing and Changing: Relationship tree Body space Secret or surprise? My changing body Basic first aid Optional Project: Let's have a tidy up
PSHE Year 4	Me and My Relationships: An email from Harold! Ok or not ok? (Part 1) Ok or not, ok? (Part 2) Human machines Different feelings When feelings change (optional) Under pressure	Valuing Differences: Can you sort it? Islands Friend or acquaintance? What would I do? The people we share our world with That is such a stereotype!	Keeping Myself Safe: Danger, risk or hazard? Picture wise How dare you? Medicines: Check the label Know the norms (optional) Keeping ourselves safe Raisin challenge (2)	Rights and Responsibilities: Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers Logo quiz (optional) Harold's expenses (optional) Why pay taxes?	Being My Best: What makes me ME? Making choices SCARF hotel Harold's 7 R's My school community (1) Basi first aid	Growing and Changing: Moving house My feelings are all over the place! All change! Preparing for changes at puberty Secret or surprise? Together Optional project: Volunteering is cool
PSHE Year 5	Me and My Relationships: Collaboration challenge Give and take How good a friend are you? Relationship cake recipe Being assertive Our emotional needs Communication (optional)	Valuing Differences: Qualities of friendship Kind conversations Happy being me The land of the Red people Is it true? It could happen to anyone (optional)	Keeping Myself Safe: Thinking about habits (optional) Jay's dilemma (optional) Spot bullying Ella's diary dilemma Decision dilemmas Play, like, share Drugs: true or false? (optional) Smoking: What is normal? (optional) Would you risk it?	Rights and Responsibilities: What's the story? Fact or opinion? Rights, respect and duties Mo makes a difference Spending wisely Lend us a fiver! Local councils (optional)	Being My Best: Getting fit It all adds up! Different skills My school community (2) Independence and responsibility Star qualities? Basic first aid including Sepsis Awareness	Growing and Changing: How are they feeling? Taking notice of our feelings Dear Hetty Changing bodies and feelings Growing up and changing bodies Help! I'm a teenager – get me out of here! Dear Ash Stop, start, stereotypes Optional project: Community art
PSHE Year 6	Me and My Relationships: Working together Let's negotiate (optional) Solve the friendship problem Assertiveness skills Behave yourself Dan's day (optional) Don't force me Acting appropriately It's a puzzle (optional)	Valuing Differences: OK to be different We have more in common than not Respecting differences Tolerance and respect for others Advertising friendships! Boys will be boys – challenging gender stereotypes	Keeping Myself Safe: Think before you click Traffic lights (optional) To share or not to share? Rat Park What sort of drug is...? Drugs: it's the law! Alcohol: what is normal? Joe's story (part 1) (optional) Joe's story (part 2) (optional)	Rights and Responsibilities: Two sides to every story Facebook friends Wat's it worth? Jobs and taxes (optional) Action stations! (optional) Project Pitch (parts 1&2) (optional) Happy shoppers – caring for the environment Democracy in Britain 1 – Elections Democracy in Britain 2 – How (most) laws are made	Being My Best: 5 ways to wellbeing project This will be your life! Our recommendations What's the risk? (1) What's the risk? (2) Basic first aid, including Sepsis Awareness	Growing and Changing: Helpful or unhelpful? Managing change I look great! Media manipulation Pressure online Is that normal? Making babies What is HIV? (optional)

Coram Life Education's scheme of learning is the UK's leading charity provider of PSHE education, supporting over 50,000 teachers and 600,000 pupils. BTAM maintains its membership with the PSHE Association (DfE approved) to ensure we remain in line with all statutory expectations and developments as well as best practice and research.

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent / carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent / carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents and carers	