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1 Introduction

1.1 Wootton Park Academy Trust (the "Trust") believes that in order to create a happy and successful adult life, children and young people need to have the self-confidence to make informed decisions about their wellbeing, health and relationships. Relationships and Sex Education (RSE) is about giving children and young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Health Education is giving learners information to make well-informed, positive choices about their own health and wellbeing. The Trust recognises that physical health and mental wellbeing are interlinked, and it is important that learners understand that good physical health contributes to good mental wellbeing, and vice versa.

1.2 The Trust has a responsibility under the Equality Act 2010 to ensure the best for all learners irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation. As a result, RSE will be sensitive to the different needs of individual learners and may need to adapt and change over time to reflect the needs of the particular cohort. The Trust may also take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.

1.3 The Trust is aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs across the schools, and will make every attempt to be appropriately sensitive; equally it is essential that learners still have access to the learning they need to stay safe, healthy and understand their rights as individuals. The Trust believes that its learners deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

1.4 All teaching will be sensitive and age appropriate in approach and content. At the point at which the Trust considers it appropriate to teach learners about lesbian, gay, bisexual and transgender (LGBT), the Trust will ensure that this content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. The Trust will encourage wider learner awareness of LGBT.

1.5 This policy has been developed in consultation with parents, learners and staff to ensure that it meets the needs of the whole Trust community.

1.6 The policy will be reviewed annually and parents will be consulted in advance about significant changes. The policy will be monitored for feedback from learners, staff, parents and classroom observations.

2 Aims and Objectives

2.2 Through the delivery of high quality, evidence-based and age-appropriate RSE, Relationship and Health Education, the Trust aims to help prepare learners for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure learners know how and when to ask for help and where to access support. By the end of their education, the Trust hopes learners will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

2.3

2.4 Relationships Education, RSE and Health Education are intended to help learners to:

Build healthy, respectful relationships focusing on family and friends.
Understand how to be healthy and be aware of potential risk areas (such as drugs and alcohol).
Learn about mental wellbeing.

Develop key personal attributes, such as kindness, integrity, generosity and honesty.

3 Definition of Relationships and Sex Education (RSE)

3.1 Relationships Education is about teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults and who can support them. It includes how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy, establishing personal space and boundaries.

3.2 RSE is lifelong learning about physical, sexual, moral and emotional development. It is teaching about relationships, sex, sexuality and sexual and health in a way that gives learners the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.

3.3 **RSE does not encourage early sexual experimentation**. It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

3.4 RSE will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children, characteristics of successful parenting and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

4 Roles and Responsibilities

All members of the Trust community are expected to follow this policy. Roles, responsibilities and expectations of each section of the Trust and academy community are set out in detail below.

4.1 Board of Trustees

Trustees will monitor and evaluate the impact of the policy by reviewing learner's progress in achieving the expected educational outcomes. Trustees will hold the Headteacher/Executive Headteacher to account for the implementation of the policy. They will scrutinise relevant data, review any issues that might arise and act as a point of challenge for decisions taken by the Headteacher/Executive Headteacher.

4.2 Headteacher/Executive Headteacher

The Headteacher/Executive Headteacher, with support from the Senior Leadership Team, will ensure that staff are supported, receive regular professional development training in how to deliver RSE and are up to date with policy changes. They will ensure that RSE is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Headteacher/Executive Headteacher will ensure that teaching is age-appropriate, delivered in ways that are accessible to all learners with SEND and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external

organisation is age-appropriate and accessible for learners and will liaise with parents regarding any concerns or opinions regarding RSE, Relationships and Health Education provision and will manage parental requests for withdrawal of learners from non-statutory, non-science components of RSE.

4.3 The Curriculum Leader/ Subject Lead

The Curriculum Lead/ Subject Lead will ensure that RSE, Relationships and Health Education is taught and will report back to the Board of Trustees on educational outcomes. They will ensure that staff receive regular professional development training in how to deliver RSE.

4.4 Staff

Teachers of RSE, Relationships and Health Education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage learners to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a learner comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they will take this concern to their line-manager.

4.5 Parents

The Trust hopes to build a positive and supporting relationship with parents through mutual understanding, cooperation and trust. Parents are expected to share the responsibility of sex education and support their children's personal, social and emotional development. The Trust hopes parents will create an open home environment where learners can engage, discuss and continue to learn about matters that have been raised through school. Parents are also encouraged to seek additional support in this from the Trust school their child attends where they feel it is needed.

4.6 Learners

Learners are expected to take RSE, Relationships and Health Education seriously. Learners are expected to listen, be considerate of other learners' feelings and beliefs, comply with class-set confidentiality rules and support one another with issues that arise during class. Learners who fail to follow these standards of behaviour will be dealt with under the Trust's behaviour policy.

5 Delivery of RSE and Relationships Education

5.1 RSE will be delivered in a non-judgmental, factual way allowing scope for children and young people to ask questions in a safe environment. Teachers will tailor the delivery of RSE to meet the specific needs of the learners in that class, and to be responsive to their behaviour and development. Classes will explore different attitudes, values and social labels, and develop skills that will enable our learners to make informed decisions regarding sex and relationships as well as being able to differentiate between fact, opinion and belief and an understanding of the law on various topics. Learners will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use. The RSE curriculum will be taught in line with the established PSHE ground rules that will be shared and discussed at the start of every PSHE and RSE lesson.

5.2 RSE is taught gradually across key stages so that learning builds year by year in a way that is appropriate to learners' age and maturity. This approach responds to the learner's needs and supports them to manage the opportunities and challenges they may face as they grow up. Staff will ensure that all resources used in the delivery of Relationships Education and Health Education are appropriate for the age and needs of their learners. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Staff will use teaching methods that take account of these differences and the potential for discussion on a one-to-one basis or in small groups.

5.3 RSE will be delivered in science, computing and Personal, Social, Health and Economic Education (PSHE) lessons as well as class-time. Learners also explore related themes through assemblies, whole school projects and events, where appropriate.

5.4 As a trust we use the Kapow Primary RSE and PSHE scheme of work as the basis for our Relationships Education/RSE provision.

5.5 Our RSE curriculum is delivered predominantly by teachers or other staff within our trust and forms part of our timetabled PSHE education programme.

5.6 A wide variety of best practice teaching and learning approaches are used within the delivery of RSE lessons to support effective and sensitive delivery of RSE. These include:

- Film-clips/graphics
- Scenarios and stories
- Images and visual prompts
- Reflection and discussion activities
- Role play
- Problem solving activities
- Independent, paired and group work
- The use of anonymous question boxes

6 RSE: Curriculum and Outcomes

6.1 By the end of their primary education, the Trust expects learners to know the information set out at Annex 1. The Trust recognises that primary-age learners may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the designed curriculum for RSE. These questions will be dealt with on an individual case by case scenario.

6.2 The focus for primary relationships education is on teaching the skills and knowledge that form the building bricks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

6.3 Building learner's understanding and skills at primary is essential for preparing them for more complex content at secondary. For example, in primary children will learn skills for managing difficult feelings in

their friendships, like disappointment or anger. This prepares them to reflect on how to behave with kindness in more complex and challenging relationships in secondary.

7 Health Education: Physical health and mental well-being

7.1 The Trust wishes to promote learners' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable learners to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. The Trust believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered in science, computing, Physical Education (PE) and Personal, Social, Health and Economic Education (PSHE).

7.2 By the end of their primary education, the Trust expects learners to know the information set out at Annex 2.

8 Learners with special educational needs and/or disabilities

8.1 The Trust will endeavour to ensure that RSE and Health Education is accessible for all learners. We are aware that some learners are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and RSE and Health Education may be particularly important for such learners, for example those with Social, Emotional and Mental Health needs or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated and personalised to meet the specific needs of learners at different developmental stages.

Staff will make reasonable adjustments to alleviate disadvantage faced by learners with disabilities and will be mindful of the SEND Code of Practice and the Trust's SEND Policy when planning for these subjects. Staff will use a variety of different strategies to ensure that all learners have access to the same information, which include, e.g. contraceptive card game, use of expert guest speakers, practical activities, using DVDs or video, group and paired activities, drama and role play

9 Right to request withdrawal from sex education

9.1 The Trust hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy. Parents have the right to request that their child be withdrawn from some or all of the sex education aspects of RSE a

9.2 Before withdrawing or making a request, the Trust strongly urges parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development. Parents cannot withdraw their child from Relationships or Health Education or the elements on human growth and reproduction which fall under the science curriculum.

9.3 Any parent wishing to withdraw their child from sex education should put their request in writing and send it to Curriculum Lead of PSHE for primary who will arrange a meeting to discuss their concerns. Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child.

9.4 If a learner is excused from sex education the school will ensure that the learner receives appropriate, purposeful education during the period of withdrawal.

10 Confidentiality and Child Protection

10.1 The Trust hopes to provide a safe and supportive school community where learners feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All teachers will receive training around confidentiality and should ensure that learners understand that they cannot offer unconditional confidentiality. If a child protection issue is disclosed to a member of staff, that member of staff should follow the Trust's Child Protection and Safeguarding procedures.

10.2 Learners with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Lead to decide what is in the best interest of the child.

11 Equal opportunities

11.1 RSE and Health Education will be delivered equally to both genders, normally in mixed classes. There are, however, certain topics/lesson objectives that may be delivered in single sex groupings e.g. menstruation, puberty and personal hygiene.

11.2 The Trust has a commitment to ensure that RSE and Health Education is relevant to all learners and is taught in a way that is age and stage appropriate. Learners are encouraged to openly and freely discuss diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously in accordance with the Trust's behaviour policy.

12 Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Headteacher/Executive Headteacher in accordance with the Trust's complaints policy.

This Policy is to be read in conjunction with the safeguarding policy.

Annex 1 RSE Primary stage curriculum and outcomes

Relationships Education

Families and people who care for me	Curriculum content: 1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as 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. 3. That the families of other children, 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. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. 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	Curriculum content: 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Learners should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right.

	7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful, kind relationships	Curriculum content: 1. How to pay attention to the needs and preferences of others, including in families and friendships. Learners should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Learners should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Learners should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online Safety and awareness	Curriculum content: 1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.

	2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being Safe	Curriculum content: 1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Sex Education

Sex education is not compulsory in primary schools, but as a Trust we teach sex education in year 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum

for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. As a trust we cover human reproduction in the science curriculum, this is in line with the factual description of conception in the science curriculum.

Annex 2 Health Education Primary stage curriculum and outcomes

General Wellbeing	Curriculum content: 1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Learners should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9. Where and how to seek support (including recognising the triggers for seeking support), including who 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). 10. That it is common to experience mental health problems, and early support can help.
Wellbeing Online	Curriculum content: 1. That for almost everyone the internet is an integral part of life. Learners should be supported to think about positive and negative aspects of the internet. 2. Learners should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 3. The benefits of limiting 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.

	4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted. 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.
Physical health and fitness	Curriculum content: 1. The characteristics and mental and physical benefits of an active lifestyle. 2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	Curriculum content: 1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. 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).
Drugs, alcohol, tobacco and vaping	Curriculum content:

	1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health protection and prevention	Curriculum content: 1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisations.
Personal Safety	Curriculum content: 1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic First Aid	Curriculum content: 1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing Bodies	Curriculum content: 1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Learners should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. 3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering

	this topic before girls' periods start will help them understand what to expect and avoid distress.