

## MOSAIC SCHOOLS LEARNING TRUST



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## RELATIONSHIPS AND SEX EDUCATION POLICY

All schools in Mosaic Schools Learning Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Staff Responsible:	Head Teacher
Date of Review:	April 2025
Date of Next Review:	April 2027

## VERSION CONTROL

Date	Change
April 2025	New Mosaic format

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## Aims

The aims of the Relationships and Sex Education (RSE) at Unicorn Primary 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
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships.

## Statutory Requirements

At Unicorn Primary School, we teach RSE as set out in this policy.

As a primary academy, we must provide relationships education to all pupils under 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. This would include the elements of sex education contained within the science curriculum. While it is not a statutory requirement to provide sex education at primary level, the school offers age-appropriate lessons in Year 6 to prepare children for puberty and to promote responsible attitudes towards relationships and personal wellbeing. This teaching complements the science curriculum, covering physical and emotional changes, relationships, consent and personal health. Parents are informed in advance of the content and can review it. In line with the school's policy, parents and carers have the option to withdraw from the non-statutory elements taught.

In teaching RSE, we are required by our funding agreements to have regard to the statutory Relationships and Sex Education (RSE) and Health Education 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.

## Policy Development

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

1. Review – a team from our staff pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations. Some members of staff with specific roles, e.g. our Inclusion Lead, were asked to look at the policy in line with their area of expertise.
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy. We are due to repeat this before the end of the current academic year 2024-25/Autumn Term 2025-26.
4. Ratification – once amendments were made, the policy was shared with governors and ratified

## 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; all learning activities and resources used at Unicorn Primary School will be age appropriate.

## Curriculum

Our RSHE and RSE curriculums are written using the DfE guidance documents and broadly follow the scheme 'SCARF', which is provided by Coram Life Education. As a school, we tailor this curriculum by taking into account the age, developmental stage, needs and feelings of all our pupils.

We have previously developed the curriculum in consultation with parents/carers and staff and will continue to do so as part of any review of the subject, or in light of any new guidance being issued to schools.

If pupils ask questions that go beyond what is planned in the lessons, our teachers will respond in a thoughtful and age-appropriate way. This helps ensure that students get accurate information in a safe environment, rather than turning to the internet for answers.

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

## Delivery of RSE

RSE is taught as one element of the Personal, Social, Health and Economic (PSHE) education curriculum. Some biological aspects are taught within the science curriculum, e.g. lifecycles of animals and humans.

As identified, Unicorn Primary School use the scheme 'SCARF', provided by Coram Life Education (<https://www.coramlifeeducation.org.uk/scarf/>), which is a comprehensive programme of PSHE (including RSE) and provides accurate information about the body, puberty and reproduction. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. It has been developed by teachers and is centred on an 'open-minded' approach. It helps to promote positive behaviours, mental health, wellbeing, tolerance, resilience and achievement, all values which are in line with our own ethos and core values.

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

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances. We recognise that families can include single parent families, LGBT parents, families where children live with their grandparents, adoptive parents or foster parents/carers and will reflect sensitively on how some children may have a different structure of support around them (for example, looked-after children or those that are young carers).

Sex Education will focus on:

- Preparing boys and girls for the changes that adolescence brings (Year 5 and revisited in Year 6)
- How a baby is conceived and born (Year 6)

Sex Education will always be taught by a member of Unicorn staff, usually the class teacher and/or a teacher from their year group.

## **SEND and Inclusion**

Unicorn Primary School is committed to the provision of RSE to all of its pupils. The lessons are taught in a variety of ways, taking into account our students' learning needs, and many activities allow for a collaborative style, meaning children can work together to discuss and support one another. For children with SEND, quality-first teaching will ensure that additional support within lessons will support those where needed. This could include individual or small group lessons and an adaptation of resources to enable access. Parents may need to be consulted individually with regard to children with specific SEND.

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages.

We will also:

- Make sure that pupils learn about these topics in an environment that is appropriate for them, for example, in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of adaptation needed.

## **Use of external organisations and materials**

We will make sure that any materials used are appropriate and in line with our legal duties.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used do not 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.

An example of an outside provider that we may use to support the curriculum could be the NSPCC.

## **Roles and Responsibilities**

### **The Local Governing Body**

The LGB will approve the RSE policy, and hold the Head Teacher to account for its implementation.

The LGB will nominate a member to take specific responsibility for RSE; part of this role will involve meeting with school staff to participate in the review and consultation process.

### **The Head Teacher**

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school; that staff are appropriately trained; for ensuring that resources and materials are made available to parents, and for managing requests to withdraw pupils from the non-science components.

### **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-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 Head Teacher, Victoria Elvines, and/or the Lead Teacher responsible for PSHE.

### **Pupils**

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

### **Parents' right to withdraw**

Parents/carers do not have the right to withdraw their child from relationships education.

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

If you would like to withdraw your child from the non-science component of the curriculum, please send a written request to the Head Teacher. Children who are withdrawn will be provided with suitable alternative learning during that time.

## **Training**

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

The Head Teacher may invite visitors from outside the school, such as school nurses or other qualified professionals, to provide support and training to staff teaching RSE.

## **Monitoring Arrangements**

The delivery of RSE is monitored by Victoria Elvines and the Lead for PSHE through lesson observations, learning walks, work scrutiny and pupil voice.

Pupils' progress and development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every two years unless DfE guidance changes and therefore policy and practice need to be updated. At every review, the policy will be approved by Local Governing Body.