

St Thomas' C of E Academy Relationships, Sex and Education Policy



Date approved:	September 2024
Approved by:	CEA
Date adopted by the MAT (i.e. effective date):	September 2024
This policy is scheduled for review on:	Every 3 years or on updates

Contents

Policy Statement	3
Scope	3
Aims & Principles.....	4
Relationships Education Policy.....	4
INTENT.....	4
IMPLEMENTATION	5
Spirituality	6
IMPACT	7
Appendix A: Relationships Education Curriculum Progression Map	8



Policy Statement

This policy outlines Manor Multi Academy Trust's ('we' / 'our' / 'us') expectations of our employees' ('you') in relation to providing the best relationship and sex education curriculum for our pupils.

We are committed to equality and value diversity. As such we are committed to fulfilling our Public Sector Equality Duty (Equality Duty) obligations and expect all staff and volunteers to share this commitment.

This policy should also be applied in accordance with our Staff Code of Conduct, Dignity at Work, Safeguarding and Child Protection, Safer Recruitment, and ICT Acceptable Use policies and Procedures. Copies of all policies and procedures can be accessed via the **All MAT Staff** area on Teams.

The Equality Duty requires us to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity.
- Foster good relations between people who share protected characteristics, such as age, gender, race and faith, and people who do not share them.

If you consider that any of our practices, policies or procedures may be indirectly discriminatory, you should report your concerns and the basis for them to your line manager, who will take appropriate action and ensure that you receive a written response in respect of the concerns that you have raised.

This policy does not form part of your contract of employment. We reserve the right to amend or withdraw this policy at any time.

We are responsible for ensuring the effective implementation of this policy. As part of equality monitoring we will review and monitor the operation and impact of the policy on a regular basis and in accordance with the policy review date. As part of this monitoring and review this policy will be equality impact assessed.

Scope

This policy applies to employees, workers, agency workers, consultants, casual workers and volunteers, whether during working hours or otherwise.

This Policy provides information which underpins our Staff Code of Conduct, and Disciplinary Policy and Procedures. Copies of these policies and procedures can be accessed via the **All MAT Staff** area on Teams.

Aims & Principles

The aim of this policy is to providing the best Relationship, Sex Education curriculum for our pupils.

Relationships Education Policy

To embrace the challenges of creating a happy and successful adult life, children need the knowledge that will enable them to make informed decisions about their well-being, health and relationships and to build their self-efficacy. (Relationships Education guidance advice for Head Teachers, staff and governing bodies. 2019, DFE)

INTENT

Relationship Education is lifelong learning about physical, moral, mental and emotional development and well-being. It is about the understanding of the importance of stable and loving relationships, demonstrating respect, love and care, for family life in all contexts, including online. Relationships Education also includes an understanding of how to remain safe, be healthy and how to manage children's academic, personal and social lives in a positive way. Parents and carers are the prime educators for children on many of these matters and school will complement and reinforce this role. To embrace the challenges of creating a happy and successful adult life, children at St Thomas' need the knowledge that will enable them to make informed decisions about their own wellbeing, health and relationships and to build their self-efficacy, i.e. believe in themselves. The children will develop the capacity to make sound decisions when facing risks, challenges and complex contexts. We want St Thomas' children to be resilient and develop a character that will enable them to be happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals both academically and personal; to stick to tasks that will help them achieve their goals and to recover from knocks and challenging periods in their lives. The St Thomas' 10 learning behaviours and core values of aspiration, respect, responsibility, honesty, trust and forgiveness are central to much of this development and the curriculum on offer at our school.

Our Relationships Education curriculum, beginning in Early Years when the children join St Thomas' to when they leave us in Year 6, is designed to allow each pupil to:

- develop confidence in talking, listening and thinking about feelings and relationships;
- develop skills to make and maintain positive relationships and friendships
- develop positive attitudes and values and respect differences in opinion
- be able to name parts of the body and describe how their bodies work;

- be able to protect themselves and know where to go for help and support;
- gain accurate knowledge and understanding about sexuality and relationships
- be prepared for puberty.

IMPLEMENTATION

Early Years Foundation Stage Positive relationship building begins in the Early Years and is a key aspect to the Prime Area of Personal Social and Emotional Development (PSED). It is vital for children to lead healthy and happy lives; this is fundamental to their cognitive development. Underpinning this are the important attachments that shape their social world. From entry, Early Years practitioners at St Thomas' nurture strong, warm and supportive relationships with children to enable them to learn how to better understand their own feelings and those of others. As it is intrinsically linked across each area of learning, PSED at St Thomas' EYFS is based around a natural, holistic approach to development. It will also incorporate the revised 'Self-Regulation' and 'Managing Self' strands in the new Framework for academic year 2021-22.

In our St Thomas' EYFS, 'The Unique Child' is at the heart of all we do. Children are supported to manage their emotions, develop a positive sense of self and have confidence in their own abilities. Through a combination of adult led activities (including 'All About Me' Topic learning, quality first wave 'In the Moment' teaching and nurture-based intervention programmes) and crucial child initiated daily interactions, they will have regular opportunities to:

- Develop a positive sense of themselves and others.
- Form positive relationships and develop respect for others.
- Develop social skills and learn how to manage their feelings.
- Understand appropriate and inappropriate behaviour in groups.
- Have confidence and pride in their own abilities, making positive choices.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet etc.
- Understand the importance of healthy food choices.

These attributes will provide the secure foundation from which they can continue to develop their relationship skills as they transition through school, and beyond into adult life. Key Stage One and Two St Thomas' C of E Primary Academy are committed to meeting the requirements of the primary National Curriculum, which fosters and develops Relationship Education alongside our Curriculum Continuum. A progression map is included in this policy. By the time our children leave St Thomas' C of E Primary Academy, they will have been taught about the following:

- Families and people who care for us, in its many different forms including families headed by grandparents, single parents, families with two dads, families with two mums, adoptive parents and foster parents
- Caring friendships
- Respectful relationships including online relationships

- Being safe in all aspects of life, virtual and physical.
- Mental well-being
- Physical health and fitness including puberty and the life cycle of humans

The children will learn about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas such as the main external body parts, the human body as it grows from birth to old age and reproduction in some plants and animals including humans. These lessons are part of the compulsory education on offer at St Thomas' C of E Primary Academy and children cannot be withdrawn from these lessons. St Thomas' C of E Primary Academy will ensure that the children are prepared for the changes that adolescence brings and drawing on the knowledge of the human life cycle set out in the national curriculum for science, how a baby is conceived and born.

Online safety is vital in society with more children being exposed to social media and having frequent access to technology. Ensuring that we provide a curriculum which allows children to understand the importance of keeping safe online, is vital. This will include areas such as the importance of keeping passwords safe, the sharing of information to others and the use of online gaming platforms. Relationships Education will form part of science, P.E., Computing, RE lessons as well as lessons designed to cover specific elements of the Relationships Education curriculum. Suitable texts will be made available within the school library and classrooms to support this curriculum and time will be made available to cover components which may occur through children's free time such as friendships and how to deal with loyalty, trust, tolerance, negotiation, cooperation, respect, kindness and communication. In the teaching of Relationships education St Thomas' C of E Primary Academy will ensure that the needs of the pupils are appropriately met and comply with the relevant provisions of the Equality Act 2010. All teaching will be dealt with sensitively and respectfully with age-appropriate content and responses. Children's questions which go beyond Relationships Education, and fall under the category of Sex Education, will be dealt with sensitively and appropriately depending on the age and maturity of the child. Visitors will be welcomed into school to support the teaching of Relationships Education including the school nurse and the local police officers.

Spirituality

Spirituality is the way in which we combine our thoughts and emotions to reflect, respond to, and seek to give meaning and purpose to the experiences that we encounter in life. Children at St. Thomas' are supported to grow spiritually through reflective opportunities woven throughout all curriculum subjects, including art. We use the 'windows, mirrors, doors' analogy to provide thoughtful and explicit opportunities for spiritual development, within each MTP. Each unit allows children to engage with and explore new concepts (windows). Reflective questions, embedded within each unit, require children to think deeply about and connect with these concepts (mirrors). With each new concept acquired, the children transform themselves, moving forward into life a little altered, motivated, fulfilled and inspired by the experience (doors).

IMPACT

The standards of attainment across the school will meet or exceed those which are expected of our children nationally. We continuously assess the implementation and impact of our Relationships Education curriculum in order to achieve the highest outcomes possible across all year groups and ensure we provide the support that is necessary for all children to have a good understanding of the complexities of relationships and a secure knowledge and skills base to navigate their way through these, now and in the future. Through our Relationships Education curriculum, we believe we can enhance children's education and help them to become confident individuals who have positive body awareness, an in-depth knowledge of how to keep themselves safe and healthy and who will, through respect, tolerance and understanding, forge and maintain positive relationships with a diverse range of family and friendship groups.



Appendix A: Relationships Education Curriculum Progression Map

Theme	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and people who care for me RE.	To have an understanding of who looks after us and how they help us every day.	<p>To understand that families are important when growing up as they support us, show us love, security and stability.</p> <p><u>How can we find out about a Christian belief?</u> Children explore the concept of God as a father- link with their relationships with members of their family. Extend to explore our school family and religious groups as being families.</p>	<p>To understand the characteristics of healthy family life.</p> <p>To show commitment to each other.</p> <p>To show protection and care for other family members.</p> <p>To understand the importance of spending time together.</p> <p><u>Special stories about Moses/Special stories for Christians</u> Moses' mother protected Moses and hid him from danger. Explore unconditional love between family members and how this love can be shown. This could also be addressed through stories of</p>	<p>To understand that some families may look different to our own family.</p> <p>To show respect to people's families if they are different to our own.</p> <p><u>What do we celebrate and why?</u> Address through initial discussions of what a celebration is. The children will understand that people celebrate different occasions in different ways. Do these differences matter? How can we respect and celebrate our differences?</p>	<p>To understand that stable, caring relationships, which may be of different types, are at the heart of a happy family.</p> <p>To understand that relationships are important for our security as we grow up.</p> <p><u>What do people believe about God?</u> Children learn about God as a father- traditionally in the role of the head of the family. Use this concept to explore different ways families are made up and the relationships within these family groups.</p>	<p>To understand and recognise if family relationships are making us feel unhappy or unsafe.</p> <p>To be able to seek help and advice from others if needed</p> <p><u>What can we learn from religion about temptation?</u> In this unit, the children will learn stories about temptation. Jesus was tempted by the devil- what should we do when people ask us to do things we don't want to do or know are wrong? In another story, Ibrahim was going to sacrifice his own son. Who can we turn to if we need help about members of our own family?</p>	<p>To understand that marriage between two people represents a formal and legally recognised commitment, which is intended to be lifelong.</p> <p><u>What will make our city a more respectful place?</u> Children explore how religion and religious leaders can help to build up a sense of community. Link how places of worship are used in marriage ceremonies. What do couples promise each other? Do couples always marry in a church, mosque, gurdwara etc?</p>

			Joseph and the way he was treated by his father and brothers.				
Caring friendships PHSE/English	<p>To understand what we mean by manners and being friendly.</p> <p>To play co-operatively, taking turns with others.</p> <p>To take listen to other's ideas about how to organise their activity.</p>	<p>To have an understanding of how friendships are in making us happy and secure.</p> <p>To discuss how people choose and make friends.</p>	<p>To understand how important friends are in making us feel happy and secure.</p> <p>To choose good friendships and how to go about choosing friends.</p>	<p>To understand the characteristics of friendship: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences.</p>	<p>To understand that healthy friendships are positive.</p> <p>To ensure that relationships should not make others feel lonely or excluded.</p>	<p>To understand that friendships have ups and downs.</p> <p>To recognise that friendships need to be worked at and looked after.</p>	<p>To be able to recognise who to trust and who not to trust.</p> <p>To understand how to judge when a friendship is making them feel unhappy or uncomfortable.</p>
	<p>To show sensitivity to others' needs and feelings.</p> <p>To form positive relationships with adults and other children. Understand someone else's point of view can be different from theirs.</p> <p>To understand what bullying is and that this is unacceptable behaviour.</p> <p>To resolve minor disagreements through listening and arriving to a solution.</p>	<p><u>I wonder...questions that puzzle us</u> Children read and explore several stories about how Jesus helped others and they know about his disciples through these stories. Link to how the children make friends and how friends should make us feel.</p>	<p><u>Special stories for Christians</u> Children learn the story of how Jesus saved his friends when he calmed a storm at sea. Explore friendship through this story. This could also link to the story of Noah- God made a promise to Noah that He would always be there. What promises do we make our friends?</p>	<p><u>Why do some people think Jesus is inspirational?</u> Whilst exploring the 'I am...' sayings of Jesus, explain that some Christians see Jesus as a very special friend. What are the qualities we look for in friends? Did Jesus have these qualities? Do we?</p>	<p><u>What do people believe about God?</u> After the Ascension of Jesus, his disciples were afraid. Why was this? Explain how Jesus and his disciples were special friends- how did they show they cared for each other? How do we care for our friends? What does a good friend look like? What should friends never do?</p>	<p>To understand that working through a friendship to repair or strengthen it is important.</p> <p>To understand that resorting to violence is never right.</p> <p><u>What matters most?</u> Use the humanist teaching 'Do to other people what you would like them to do to you' as a hook for exploring violence. Is there a friendship code? What happens when friendships break down? How can conflicts be resolved?</p>	<p>To manage conflicts between friends and family members such as siblings.</p> <p>To know how to manage the above situations and who to ask for help, support and guidance.</p> <p><u>Can Christian Aid and Islamic Relief change the world?</u> Whilst exploring the concept of charity, children explore Jesus' teachings on how to help others and who should be helped. Use 'The Prodigal Son' as a</p>

							<p>hook to examine conflict resolution and trusting people.</p>
<p>Respectful relationships RE/PHSE</p>		<p>To discuss types of bullying such as cyberbullying and the impact they have on people.</p> <p><u>Beginning to learn about Sikhism</u> Use the stories of Guru Hargobind rescuing innocent prisoners and Duni Chand to explore bullying and how we should treat other people</p>	<p>To understand the importance of respecting others including when they are different to us.</p> <p>To make different choices.</p> <p>To understand that people have different beliefs and preferences in life.</p>	<p>Expect to be treated with respect in the school environment and in wider society.</p> <p>To show respect to others including those in positions of authority. Such as teacher, TA, headteacher, parent, adult.</p> <p><u>What is it like to be a Hindu?</u></p>	<p>To explain the importance of selfrespect and how this links to their own happiness.</p> <p><u>Sikhs and Hindus: who is inspiring?</u> <u>What attributes of a leader do they have? Whom do they inspire? Can the children recognise what they are good at and what they</u></p>	<p>To explain what a stereotype is.</p> <p>To understand that stereotypes can be unfair, negative or destructive and how these influence our lives.</p> <p><u>What matters most?</u> In this unit, the children learn about moral codes and explore 'The</p>	<p>To understand the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>Links across units when addressing issues of respect and how we should behave towards each other and each other's possessions.</p>

			<p><u>Holy places/Special stories for Muslims</u></p>	<p>Hindus worship at home and have</p>	<p>do well? Explore the importance of loving</p>	<p>Parable of the Good Samaritan'. Use as</p>	
			<p>Explore the concept of respect and how people should behave when they are visiting someone else's special place. People who disagreed with his beliefs treated Muhammad disrespectfully. How should we treat people who have different beliefs?</p>	<p>special rooms where they pray. They view God as a guest in their home. How do Hindus welcome God? Link to how visitors should be treated in their homes and then extend into school and the wider community. How should respect be shown and earned?</p>	<p>ourselves and being proud of our own achievements.</p>	<p>a hook to link to stereotype- the reader assumes the priest will help the injured but he doesn't. People had pre-conceived ideas about Samaritans in those days. Which stereotypes exist in our society?</p>	

<p>Staying safe</p> <p>IT/PHSE</p>	<p>To understand that the internet is an exciting place but we must follow certain rules when going online.</p>	<p>To understand how to say goodbye to technology when you don't want to?</p> <p>To understand how to stay safe when visiting a website or an app?</p> <p>To understand how we can be safe, respectable and responsible online?</p> <p>To understand how to go places safely online?</p> <p>To understand how why is it important to listen to your feelings when using technology?</p> <p>To understand how we can find a balance between our</p>	<p>To understand how is it important that we have device free moments in our lives?</p> <p>To know what kinds of information I should keep to myself when I use internet?</p> <p>To know what information is ok to have in your digital footprint?</p> <p>To know how we are all part of an online community?</p> <p>To know what to do if someone is mean to you online.</p> <p>To know how you give credit for other people's work?</p>	<p>To know how digital citizens take responsibility for themselves, their communities and their world?</p> <p>To know how a strong password can help protect your privacy?</p> <p>To know how what I post online can affect my identity.</p> <p>To know what makes a strong online community?</p> <p>To know what to do when someone uses mean or hurtful language on the internet?</p> <p>To know why some people alter pictures and videos?</p>	<p>To know what makes a healthy media choice?</p> <p>To know what information about you is ok to share online?</p> <p>To know how our online activity affect the digital footprints of others and ourselves?</p> <p>To know how can I keep positive and have fun while playing online games, and help others do the same?</p> <p>To understand how can we be up standers when we see cyberbullying?</p>	<p>To know what media balance means for me?</p> <p>To know what clickbait is and how can you avoid it?</p> <p>To know how gender stereotypes shape our experiences online?</p> <p>To know how to keep online friendships safe?</p> <p>To know what cyberbullying is and what you can do to stop it?</p> <p>To know the rights and responsibilities you have as a creator?</p>	<p>To understand how we balance digital media in our lives?</p> <p>To know how you protect yourselves from phishing?</p> <p>To know the benefits and drawbacks of presenting yourself in a different way online?</p> <p>To know how to chat safely with people you meet online.</p> <p>To know how to deescalate digital drama so it does not go too far.</p> <p>How do we find credible information on the internet?</p>
		<p>online and offline activities?</p>			<p>To know what rights and responsibilities you have as a creator?</p>		

	EYFS	1	2	3	4	5	6
Mental well-being PHSE/RE/SCIENCE	To explore a range of emotions such as happy, sad, upset, fear, anger, surprise and nervousness. To discuss how different situations alter emotions. To have a varied vocabulary when talking about their own and others' emotions.	Year 1 To know how to judge what they are feeling. To decide if they are behaving appropriately or not. <u>What can we learn from the stories and prayers of Jesus?</u> Jesus felt scared so he prayed to God. What other feelings do other people experience? Through the words of the Lord's Prayer, explore 'sin' and the difference between right and wrong.	Year 2 To understand the benefits of physical exercise. To spend time outdoors. To spend time in a community. The benefits of volunteering somewhere. <u>Beginning to learn Islam</u> Muhammad liked to spend time away from the city so he could pray. Where do the children enjoy spending time? Link to being outside, with other people and how helping others can benefit ourselves as well as members of our community.	Year 3 To understand simple self-care techniques, including taking time for rest, making sure you have enough sleep. To spend time with family and friends. To explain the benefits of hobbies and free time. <u>What is it like to be a Hindu?</u> Explore the concept of meditation (used by Hindus as part of their prayer ritual). How can meditation improve our wellbeing? What else can we do to make ourselves feel good? What other benefits might this have on our lives and lifestyles?	Year 4 To discuss how isolation and loneliness can affect children and that it is important to seek help. <u>Sikhs and Hindus: who is inspiring? In this unit, children learn the story of Guru Nanak's disappearance (when he spent three days with God). How were his friends and family feeling during this time? Discuss isolation and loneliness (may link to Lockdown/Covid 19)- what can we do if we feel lonely or isolated?</u>	Year 5 To understand that bullying has a negative effect on people and their mental wellbeing. To recognise signs of bullying and how to seek help and support. To know who to speak to if they are worried about a friend's mental wellbeing. <u>LINKING TO CARING FRIENDSHIPS</u> <u>What matters most?</u> Use the humanist teaching 'Do to other people what you would like them to do to you' as a hook Use a series of sessions (discussion based, drama, role-play etc) to further explore bullying and how it affects people. Who can help?	Year 6 To discuss how people's mental health is important and sometimes people need help and support if they come across problems. To understand that help needs to be accessed early enough. To explain the benefits of rationing time online and the effects it can have on people's mental wellbeing. <u>Can Christian Aid and Islamic Relief change the world? During initial discussions, focus on charities, which support mental health and well-being. Explore the work the charities carry out and how these can be accessed.</u>

	EYFS	1	2	3	4	5	6
Physical health and fitness Science and PE	To develop fine and gross motor skills.	To understand the simple benefits of exercise and how it affects our bodies.	To understand the importance of building regular exercise into our daily lifestyle.	To discuss risks of not having an active lifestyle such as obesity and ensuring	To understand dental hygiene and seeing a dentist on a regular basis.	To explain what happens to their body during exercise.	To explain what happens to their bodies during exercise.
	To understand that being active is good for our body and mind.	To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<p>To establish daily and weekly routines.</p> <p>To understand that animals, including humans, have offspring which grow into adults- links to lifecycles.</p> <p>To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>that we seek advice if worried.</p> <p>To discuss the lack of sleep and how this affects mood, weight and their ability to learn.</p> <p>To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get</p>	<p>To explain the benefits or good oral hygiene by brushing your teeth and drinking/eating food and drinks which have less sugar content.</p> <p>To be able to explain what happens to their bodies during exercise.</p> <p>To understand the importance of a warmup and how we need to look after our bodies.</p>	<p>To understand the importance of a warmup and how we need to look after our bodies.</p> <p>To understand how our bodies change during puberty.</p> <p>To understand personal hygiene and ways to stay fresh.</p>	<p>To be physically active for prolonged periods of time.</p> <p>To lead a healthy and active life.</p> <p>To understand the importance of a warmup and how we need to look after our bodies.</p> <p>To understand the amount of sugar we intake can affect our nutrition.</p> <p>To create a balanced healthy lifestyle.</p>

				nutrition from what they eat.			
--	--	--	--	-------------------------------	--	--	--

