



The Flying Bull Academy: Relationships and Sex Education Policy 2027-2028

Review Cycle:Annually.....

Approved by:The Governing Body.....



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1 Introduction

- 1.1 This policy will outline the nature of relationships and sex education, the provision in place and an outline of the curriculum that will be taught to the pupils.
- 1.2 It also includes the review and consultation process as well as guidance on when and how a parent may wish to withdraw their child from the sex education part of the curriculum.

2 Purpose

- 2.1 The purpose of relationships and sex education (RSE) at our academy is 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, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At the Flying Bull Academy, we want pupils to feel empowered within their own identity, to understand what makes them unique, as well as what makes others unique. We want children to have the knowledge and understanding of the world around them, to help them be guided to make positive life choices for their future.



3 Legislation

3.1 As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

3.2 We don't have to follow the National Curriculum, but we are expected to offer all pupils a broad and balanced curriculum that is similar to the National Curriculum, including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

3.3 In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

3.4 At The Flying Bull Academy, we teach RSE as set out in this policy.

4 Policy Development

4.1 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 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 – Parent/ carers were sent a draft copy of the policy to comment on and provide feedback
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

5 Definition

5.1 For the purpose of this policy:

- 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



At the Flying Bull Academy, we support our teaching of RSE using the 'My Happy Mind' schemes of learning. We also use accredited resources from 'One Decision' to ensure that resources shared with pupils are high quality, accurate and informative.

- 6.1 Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary to respond to the needs of our pupils or the community we reside in.
- 6.2 We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.
- 6.3 We will share all curriculum materials with parents and carers on request.

7 Delivery of RSE

In this section you should set out your school's individual approach to delivering RSE.

The following text is a suggested starting point only and should be added to and/or adapted according to your school's approach. You should include:

- RSE topics will be taught as part of ongoing teaching for PSHE. We have explicit topics of RSE that are taught as standalone concepts to ensure validity and breadth of understanding.
 - When teaching RSE, teachers adapt lessons to suit the needs of all pupils, including those with SEND. Examples of this include visual scaffolds, pre teaching of vocabulary and using different resources to supplement teaching.
- 7.1 RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).
 - 7.2 The school will make sure that:
 - Core knowledge is sectioned into units of manageable size
 - The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
 - Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations
 - 7.3 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, kind relationships
 - Online safety and awareness
 - Being safe

Government guidance recommends that primary schools teach sex education in years 5 and/or 6, in line with content about conception and birth in the science curriculum. At the Flying Bull Academy, primary sex education will focus on:



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

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

- Resources used to teach RSE concepts are quality assured and have been reviewed as part of the implementation of the scheme.
- At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.
- Teachers will assess pupils understanding of concepts taught through discussion and questioning, as well as looking at examples of work. Teachers continually assess understanding of children and adapt lessons in response to this.

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

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatization of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

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

8 Inclusivity

9.1 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



- 9.2 During lessons, makes pupils feel:
- Safe and supported
- Able to engage with the key messages

9.3 We will also make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Consider the level of differentiation needed

9 Use of Resources

9.1 We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

9.2 We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

10 Use of external agencies and materials

10.1 We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

10.2 We **will**:

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



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

10.3 We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

11 Roles and Responsibilities

11.1 The governing board

11.1 1 The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

11.2 The headteacher

11.2 1 The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

11.3 Staff

11.3 1 Staff are responsible for:



- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia, racism and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Grace Brown.

11.3 2 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 the Flying Bull Academy, all staff are responsible for teaching RSE. Sophie Angus (SENCo) has responsibility for the overview of concepts and curriculum coverage, as directed by Grace Brown (headteacher).

11.4 Pupils

11.4 1 Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

12 Parents' right to withdraw

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

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

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

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

13 Training

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

13.2 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.

14 Monitoring arrangements

14.1 The delivery of RSE is monitored by Sophie Angus (SENCo) through:

- Internal monitoring
- Discussion with teachers
- Book scrutiny
- Discussion with pupils



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

14.3 As part of the University of Chichester Academy Trust, further monitoring will take place by the Trust through the internal quality assurance processes in place to support the academy.

14.4 This policy will be reviewed by Sophie Angus annually. At every review, the policy will be approved by the governing board and the headteacher.

15 Policy Approval

- 15.1 The governing body is responsible for approving the policy. If there are any future statutory changes directed by the DFE it is the headteachers responsibility to update the policy and share with the governing body for further approval.
- 15.2 The headteacher may wish to delegate this responsibility to another designated member of staff for example the RSE Lead but remains overall accountable for the contents of the policy.
- 15.3 If the headteacher wishes to considerably amend the policy after it has been approved, for example due to a change in process or curriculum, they will need to consult the governing body for approval of changes made.

16 Appendices

Appendix 1: Relationships and sex education curriculum map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	MHM: Meet Your Brain Main parts and functions of the brain. Caring for your brain. This is Me Different groups they belong to. Types of families, roles and responsibilities.	MHM: Celebrate Identify 5 key character strengths and how to spot them in themselves.	MHM: Appreciate The meaning of appreciation. Simple ways to show appreciation. Money Matters Basic understanding of money, its uses and jobs people do.	MHM: Relate How to get along with others and solve conflict. Saying yes or no to people. Online Safety Uses of the internet and simple ways to stay safe online.	MHM: Engage Types of activities they can engage in. Setting goals and how these can be achieved. Keeping Safe Keeping safe in unfamiliar environments and how respond to feeling unsafe. Basic road safety.	Our Bodies What parts of the body are private (NSPCC Pantasaurus). The importance of keeping physically healthy, including dental hygiene.
2	MHM: Meet Your Brain How the brain helps us to make decisions. 'Flight, fight or freeze'. This is Me Rules and expectations. Why rules are needed (Fundamental British Values).	MHM: Celebrate Understand character strengths in own self and others, how to grow your character strengths.	MHM: Appreciate How to develop a grateful attitude. How appreciation makes others feel. Online Safety Understanding online behaviour. Where to access support for harmful content online.	MHM: Relate Relating to others when conflict arises. Active listening as a tool in conflict. Money Matters The different types of money and payment. Spending and saving.	MHM: Engage Setting achievable goals. How goals support us to collaborate with others. Keeping Safe Safety within the home, including electrical appliances and medications. Road safety.	Our Bodies To name the main parts of the body including external genitalia. Responding to uncomfortable physical touch.
3	MHM: Meet Your Brain How to focus the mind and train the brain. The role of neurons and neural pathways in learning.	MHM: Celebrate How genetics and experiences shape our character. Using character strengths to approach different situations.	MHM: Appreciate The role of dopamine release when developing a grateful and calm attitude. Money Matters (MyBnk) The risks associated with money and how to keep money safe.	MHM: Relate The role of neuroplasticity when relating to others. How active listening benefits friendships.	MHM: Engage How feelings influence the ability to achieve at something. Perseverance and resilience in relation to goal setting. Keeping Safe Safety in the local environment, including rail and road safety. Basic first aid – stings and bites.	Our Bodies Privacy and confidentiality and when it's appropriate to break this. Seeking permission from others before doing something. Sun safety. Choices that support a healthy lifestyle.
4	MHM: Meet Your Brain How the amygdala responds to real and perceived danger. Structure of the brain and relation to neural pathways. Our World	MHM: Celebrate How strength spotting leads to neuropathways being created and how this forms habits. Strength spotting develops our self-esteem.	MHM: Appreciate The domino effect that relates to a grateful attitude. How neuroplasticity relates to gratitude.	MHM: Relate How seeing things from other perspectives will support neuroplasticity.	MHM: Engage The role of dopamine release when someone sets a goal and works towards it. Keeping Safe	Our Bodies Personal hygiene and how hygiene routines change during puberty. Respecting others relationships and recognising



	The environment and how to carry out shared responsibilities.			Healthy and unhealthy friendships.	How to react in an emergency situation. Transport safety, rail and road. Basic first aid – asthma and allergies.	that people may be attracted to the same sex.
5	MHM: Meet Your Brain The difference between brain and mind. How to manage the hormones dopamine and cortisol in the brain.	MHM: Celebrate How the character strengths are sorted into 6 virtues. How neuroplasticity allows them to move and grow their strengths.	MHM: Appreciate How gratitude leads to dopamine release. How to practically complete acts of gratitude. Money Matters (MyBnk) The different attitudes towards saving. How money can impact on emotions and feelings.	MHM: Relate Individual top strengths and virtues. Taking others perspectives and storing this in the hippocampus. Online Safety The positive and negatives of social media. The role of misinformation online and digital consent.	MHM: Engage How feelings impact dopamine and cortisol release and how this can impact goal setting. Keeping Safe Identifying situations that require the emergency services. Basic first aid – bleeding and shock.	Our Bodies Change and loss and how to deal with grief. Identifying external genitalia and internal reproductive organs. The physical and emotional changes that take place in puberty.
6	MHM: Meet Your Brain Self-regulation strategies in times of stress. The link between thoughts, feelings and actions.	MHM: Celebrate How to transfer character strengths to secondary school to support them. Stereotypes What stereotypes are and how to challenge them. What prejudice is and how to respond to witnessing this.	MHM: Appreciate To develop perspective on gratitude and apply it to new situations. Money Matters The risks of gambling and the impact on everyday life.	MHM: Relate Using their relationship powers at secondary school. Keeping Safe The risks and effects of legal drugs. Online Safety Distribution of images and data online and the risks associated, online coercion online consent.	MHM: Engage Setting goals related to transition. Keeping Safe Where to access support for physical and mental health. Support services for health needs. Peer influence and risk taking behaviours.	Our Bodies The role of marriage and how this can be between same sex couples. That forced marriage is a crime and where to access support. For some people that biological sex does not correspond with gender. The process of human reproduction as part of a life cycle.

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	That families are important for children growing up because they can give love, security and stability



	• 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 • That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • 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 • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed
Respectful, kind relationships	• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships



	• The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • 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 • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype
Online safety and awareness	• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met • How information and data is shared and used online, including where pictures or words might be circulated • 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 • 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	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe



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| | <ul style="list-style-type: none">• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know• How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust• How to report concerns or abuse, 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• Where to get advice, for example from their family, school and/or other sources |
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