



Relationships and sex education at Cloudside Academy

Thursday 13th May 2021



Agenda

- ▶ The statutory requirement and what we are expected to teach.
- ▶ What we are already teaching and how it fits to our curriculum plans.
- ▶ What, in addition, we are planning to teach (including any non-statutory sex education).
- ▶ The draft RSHE policy that underpins our approach to RSHE.
- ▶ How and when we are planning to teach this.
- ▶ Examples of resources we are planning to use.
- ▶ Questions and queries from our parents.



Why the curriculum is changing

- ▶ Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.
 - ▶ The Children and Social Work Act 2017 introduced a new legislation on Relationships Education, Relationships and Sex Education, and Health Education in Schools.
 - ▶ Safeguarding Children is at the heart of Relationships and Sex Education.
- 

Why is RSE important in schools?

High quality RSE helps create safe school communities in which students can grow, learn, and develop positive, healthy behaviour for life, and for the following reasons:

- ▶ RSE plays a vital part in schools fulfilling their statutory duties to protect and safeguard their students. Ofsted is clear that schools must have a preventative programme that enables students to learn about safety and risks in relationships.
- ▶ Schools maintain a statutory obligation under the Children Act (2004) to promote their students' wellbeing and under the Education Act (2002) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on students' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.
- ▶ Technology is evolving at a tremendous pace. The need to protect children and young people from inappropriate online content, cyberbullying and exploitation is a growing concern. A comprehensive RSE programme can support in addressing these issues.

By the end of primary school

Families and people who care for me

Pupils should know:

- ~ that families are important for children growing up because they can give love, security and stability.
- ~ the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- ~ that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- ~ that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- ~ that marriage represents a formal and legally recognised commitment of two 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.



By the end of primary school

Caring relationships

Pupils should know:

- ~ how important friendships are in making us feel happy and secure, and how people choose and make friends.
- ~ the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- ~ that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- ~ that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- ~ how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

By the end of primary school

Respectful relationships

Pupils should know:

- ~ the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- ~ practical steps they can take in a range of different contexts to improve or support respectful relationships.
- ~ the conventions of courtesy and manners.
- ~ the importance of self-respect and how this links to their own happiness. ~ that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- ~ 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.
- ~ what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- ~ the importance of permission-seeking and giving in relationships with friends, peers and adults.

By the end of primary school

Online relationships

Pupils should know:

- ~ that people sometimes behave differently online, including by pretending to be someone they are not.
- ~ 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.
- ~ 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.

By the end of primary school

Being safe

Pupils should know:

- ~ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- ~ about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- ~ 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) whom they do not know.
- ~ how to recognise and report feelings of being unsafe or feeling bad about any adult.
- ~ how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- ~ how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- ~ where to get advice e.g. family, school and/or other sources.

Please take a look at our policy



Cloudside Academy
A L.E.A.D. Academy

Cloudside Academy RSE Policy

Signed

Headteacher

Date

Signed

Chair of Governors

Date

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf



Cloudside Academy – Statement of Intent for RSE

At Cloudside Academy, we want our children to develop a love of learning and to be curious about the world around them. This will enable them to be resilient, independent and life-long learners with skills that they can apply both within their time in education and beyond. We want children to enjoy learning about Personal, Social, Health Education (PSHE) and Relationship and Sex Education (RSE) and develop a sense of how important it is, how it relates to their everyday lives and their role within it. They should be able to develop their own questions and interests and express their ideas clearly and confidently. They will also develop the ability to problem solve and work cooperatively by building and sharing their experiences and knowledge with others and to support each other regardless of their background to become effective communicators.



At Cloudside Academy, we want to support our children to embrace the challenges of creating a happy and successful adult life; our children need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Our children will also be able to put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. Relationship and Sex Education can support our children to develop resilience, to know how and when to ask for help, and to know where to access support.



Implementation

RSE and health education is mandatory from September 2020. Relationships education at primary school is now compulsory because it puts in place the building blocks needed for positive and safe relationships of all kinds. Children and young people are growing up in a world of increasing complexity and living their lives seamlessly on and offline. This can of course cause challenges and risks and is therefore important to teach children and young people how to stay safe and healthy, as well as how to manage their academic, personal and social lives in a positive way.

- 
- 
- Sex education is not compulsory however it is recommended that schools teach it within the curriculum, beyond the existing national curriculum for science. If taught, sex education should be tailored to the age, physical and emotional maturity of pupils within the school. If parents or carers have concerns, they have the right to withdraw their child from sex education lessons that go beyond the national curriculum for science.
 - At Cloudside Academy we ensure quality and systematic coverage of RSE throughout all year groups by following the Jigsaw Scheme. This gives all our pupils the opportunity to enhance their spiritual, moral, cultural, mental and physical development in a safe and supportive environment. Cloudside Academy considers RSE an integral part of the PSHE curriculum, and is linked to Science, PE and ICT.



The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Year group	Summer 1 Relationships	Summer 2 Changing me
Year 3	<ol style="list-style-type: none"> 1. Family roles and responsibilities 2. Friendship 3. Keeping myself safe online 4. Being a global citizen 1 5. Being a global citizens 2 6. Celebrating my web of relationships. 	<ol style="list-style-type: none"> 1. How babies grow 2. Babies 3. Outside body changes 4. Inside body changes 5. Family stereotypes 6. Looking ahead
Year 4	<ol style="list-style-type: none"> 1. Relationship web 2. Love and loss 3. Memories 4. Are animals special? 5. Special pets 6. Celebrating my relationships with people and animals 	<ol style="list-style-type: none"> 1. Unique me 2. Having a baby 3. Girls and puberty 4. Circles of change 5. Accepting change 6. Looking ahead
Year 5	<ol style="list-style-type: none"> 1. Recognising me 2. Safety with online communities 3. Being in an online community 4. Online gaming 5. My relationship with technology: screen time 6. Relationships and technology 	<ol style="list-style-type: none"> 1. Self and body image 2. Puberty for girls 3. Puberty for boys 4. Conception 5. Looking ahead 1 6. Looking ahead 2
Year 6	<ol style="list-style-type: none"> 1. What is mental health? 2. My mental health 3. Love and loss 4. Power and control 5. Being online: Real or fake? Safe or unsafe? 6. Using technology responsibly 	<ol style="list-style-type: none"> 1. My self image 2. Puberty- Girl talk/ boy talk 3. Babies- Conception to birth 4. Boyfriends and Girlfriends 5. Real self and ideal self 6. Transition to secondary school