Orion Education

POLICY

RELATIONSHIP & SEX EDUCATION - PRIMARY

Approval Date	**2025/26 - Summer Term**
Review Date	**2028/29 - Summer Term**
Owner	Principal

Policy Type		
		Trust Policy to be adopted in full
	■	Trust Policy adapted by the Academy
		Academy Policy

Approval Body		
		Executive
	■	Trust Board
		Local Advisory Body (LAB)

Orion Education

Our Four Critical Questions

Why do we exist?

To improve outcomes, transform lives and enable social mobility.

How do we behave?

Trust • Kindness • Endeavour

What do we do?

We create a strong network of schools which transform the lives of students by enabling them to achieve high educational and personal goals, regardless of their background.

How do we succeed?

Through a clear backbone, strong culture, academic rigour and smart systems.

Rationale

In Orion Education we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities, and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil.

Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

Our academies seek to ensure that the RSHE curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the way this is taught. We teach RSHE within a moral (but not moralistic) framework.

Aims

The aims of relationships and sex education (RSE) 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 consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Definition of terms

For the purpose of this document:

- Members, Trustees and Governors are referred to as Trustees;
- Orion Education is referred to as The Trust and refers to all academies within the Trust;
- Academy refers to any one of the academies within the Trust;
- Staff refers to all staff working at any one of the academies within the Trust;
- Pupils/children refers to all those being educated or on site at any one of the academies within the Trust.

Statutory Requirements

As primary academies we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

Academies 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 which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are 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.

In our Trust, we teach RSE as set out in this policy. This policy is associated with the PSHE Policy and the PSHE Programme of Study.

Academies must have regard to the statutory guidance, and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so.

The policy must also be applied within the framework of other relevant legislation including the Equality Act 2010.

Policy Development

Our academy policies have all been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all academy staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with Trustees and ratified

Principles and Values

The Trust believes:

- that RSE should be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life;
- RSE is an entitlement for all young people;
- in encouraging every pupil to contribute to their community and aims to support each individual as they grow and learn;
- RSE should support and promote family commitment and love, respect and affection, knowledge and openness;
- that family is a broad concept; there is not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches;
- in encouraging pupils and teachers to share and respect other's views.

- in generating an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
- in recognising that parents are key people in teaching their children about sex, relationships and growing up;
- that we must aim to work in partnership with parents and pupils, consulting them about the content of programmes;
- that the wider community has much to offer and aims to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

What is Relationships and Sex Education?

As a Trust we value diversity and foster mutual respect, modelling and inspiring attributes in pupils such as respect, courtesy and honesty. These underpin and inform the relationships we have, between pupils and between pupils and adults.

- 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.
- It involves a combination of sharing information and exploring issues and values.
- RSE is not about the promotion of sexual activity.

Primary academies within the Trust specifically deliver Relationships and Sex Education through 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).

Primary sex education will focus on:

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

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 ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included in science. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

Physical Health and Mental Wellbeing Education
There is statutory guidance on the importance of teaching the characteristics of good physical health and mental wellbeing. Physical health and mental wellbeing will play a key role in delivering our PSHE (Personal, Social, Health and Economic Education) and will be enhanced by our Physical Education and Science curriculums. The strands included in statutory Physical Health and Mental Wellbeing Education are:

- mental wellbeing; internet safety & harms;
- physical health and fitness; healthy eating;
- drugs, alcohol and tobacco;
- health and prevention; basic first aid;
- and changing adolescent body.

Relationships Sex Education
Whilst it is not a statutory requirement to teach Sex Education at primary level, following consultations with stakeholders and considering the needs of our pupils and the local context, Trust primary academies will be teaching elements of Sex Education inline with the statutory Relationships and Science curriculum coverage. At Orion Scotts Park we do not teach any of the non-statutory content.

Curriculum
Our RSHE curriculum is developed in consultation with parents, pupils and staff, taking into account the age, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

Sex Education will focus on:

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

Science curriculum- there are biological aspects on human growth and reproduction taught in science lessons, based on the National Curriculum

For more information about our primary curriculum, see *Appendix 1*.

Delivery of RSE
PSHE sessions are timetabled into the academy week and delivered by the class teacher. These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents,

foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Biological aspects of RSHE might also be taught within the science curriculum. Depending on the cohort and pupils' needs, Sex Education might be taught in mixed or single gender groups.

Delivery of the RSHE content will be made accessible to all pupils, including those with special educational needs and disabilities (SEND). Teachers will liaise with staff, SENDCo and parents when necessary to adapt the content and resources to a level suitable for individual SEND pupils.

Inclusion

- Ethnic and Cultural Groups - We intend our policy to be sensitive to the needs of different ethnic groups.
- Pupils with Special Needs - We will ensure that all young people receive relationships and sex education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.
- Sexual Identity and Sexual Orientation - We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that relationships and sex education is relevant to them.

Roles and responsibilities

- Trustees will approve the RSE policy and hold the Principals to account for its implementation.
- The Principals are responsible for ensuring that RSE is taught consistently and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE.
- 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 wish them to be withdrawn from the [non-statutory/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 Principal.
- 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 do not have the right to withdraw their children from relationships educations as at Orion Scotts Park we only teach the statutory components of the curriculum. We offer all

parents the opportunity to access and view the content prior to it being delivered, as well as an opportunity to speak to the RSE lead in advance.

Confidentiality, Controversial and Sensitive Issues
Teachers cannot offer unconditional confidentiality and are required to report all disclosures. In a case where a teacher learns from an under 16-year-old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- Child protection issues will be considered and referred if necessary to the teacher responsible for Child Protection under the academy's procedures.
- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that they cannot ever promise confidentiality.

Health professionals in academies are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the academy's confidentiality policy.

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

The Principal will also invite visitors from outside the academy, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Policy Circulation

- This Policy will be published on the Trust's website
- This Policy will be circulated to every Member, Trustee, Governor and Senior Employee by sending an email to the link on the Trust's website on an annual basis and when each new Member, Trustee, Governor and Senior Employee joins the Trust.
- The Trustees, in consultation with the Local Advisory Bodies, are responsible for overseeing, reviewing and organising the revision of the Relationships and Sex Education Policy.

Orion Education

Appendix 1: Curriculum Map

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our academy rules about bullying Being a good friend	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy

	Feelings/self-regulation					
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety	Managing difficult feelings Managing change How my feelings help keeping safe Getting help

				lending, borrowing and spending	My community	
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Self-esteem How babies are conceived

Appendix 2: Pupil knowledge by the end of primary

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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 academy 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
Caring friendships	• 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

Respectful relationships	• 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 academy 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

TOPIC	PUPILS SHOULD KNOW
Online relationships	• 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
Being safe	• 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, academy and/or other sources

Orion
Education