



Cherry Tree Academy Relationships and Sex Education Policy 2024-2025



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Introduction

Cherry Tree Academy is committed to promoting healthy and positive relationships, treating everyone equally and respecting differences. We aim to help our pupils develop loving and respectful relationships and a responsible attitude to intimacy and sex. This includes recognising the breadth of diversity in our current world and providing sex and relationship education which values this diversity. We have an obligation to build a culture where any occurrences of sexism, misogyny, homophobia and gender stereotypes are tackled rather than tolerated.

Intent

At Cherry Tree Academy, we believe passionately that our innovative Personal Development curriculum and No Outsiders ethos will give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become respectful, active and responsible global citizens. Personal Development lies at the cornerstone of our ethos. We are preparing children for life in modern Britain; developing and deepening their understanding of fundamental British values of democracy, individual liberty, rule of law, and mutual respect and tolerance. We believe all our children can leave our schools confident and assured of their place in this diverse and changing world.

Aims:

- To ensure the curriculum is taught sensitively and inclusively, with consideration and respect to the backgrounds and beliefs of pupils and their families
- To provide a supportive environment and framework where sensitive discussions can take place
- To ensure that pupils have accurate, objective and appropriate information
- create a positive culture around issues of sexuality and relationships
- To develop an understanding, for all students, of healthy relationships, acceptable behaviour and the right of everyone to equal treatment
- To foster student wellbeing and develop resilience and character, kindness, integrity, generosity, and honesty
- To help young people to become successful, empowered and happy adults who make a meaningful contribution to society

Curriculum

At Cherry Tree Academy, we teach Personal, Social, Health Education, as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

This also supports the Personal Development and Behaviour and Attitude aspects evaluated under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children. We value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, jigsaw-3-11-and-rshe-overview-map.pdf, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

"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."

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing

and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

This programme’s complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported. The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE. [pshe-association-programme-of-study-2020-map.pdf](#)

The role of parents/carers and the right to withdraw

Parents and carers

The role of a parent/carer is vital in the development of their children’s understanding of relationships. Parents are the first teachers of their children and have the most significant influence in enabling their child’s understanding of healthy, positive relationships. At Cherry Tree Academy, we will work closely with parents when planning and delivering these subjects to ensure that parents know what will be taught and when. Parents have the right to withdraw their child from some or all of sex education delivered as part of statutory RSE and should be given every opportunity to understand the purpose and content of Relationships Education and RSE.

Withdrawal

Parents have the right to request that their child be withdrawn from some of or all of the non-science curriculum sex education delivered as part of the statutory RSE curriculum. There is no right to withdraw from the Relationships Education or Health Education.

At Cherry Tree Academy, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of

their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

Parents who wish to withdraw their child from non-science curriculum sex education should make an appointment with the Headteacher to discuss their concerns and complete the form shown in the appendices.

Training requirements

Staff will be given training to ensure they are confident to deliver the RSE and Health curriculum.

Statutory requirements

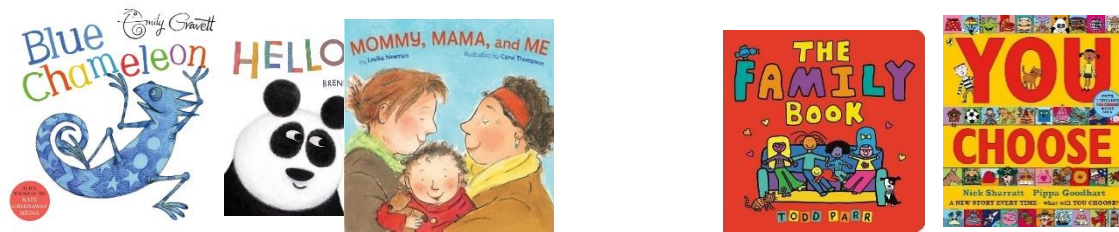
We must provide relationships education to all students as per section 34 of the Children and Social Work Act 2017. In teaching RSE, we are required to regard the guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996. We must follow guidance outlined in the document : Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk). The Equality Act 2010 details some key equality provisions for the delivery of education. There are three key elements:

- Eliminate discrimination
- Advance equal opportunity between people who share a protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation) and people who do not share a protected characteristic.
- Foster good relations across all characteristics

No Outsiders

At Cherry Tree Academy we use the No Outsiders programme to teach children about the importance of the Equality Act 2010. No Outsiders is a charitable organisation that promotes inclusive education and community cohesion to prepare young people and adults for life as global citizens. No Outsiders uses a series of children's texts to deliver key messages about the importance of building an inclusive environment based on the motto 'No Outsiders – all different, all welcome.'

EYFS



KS1



LKS2



UKS2



SEND

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils in our academy. High quality teaching that is personalised and differentiated will ensure accessibility for all pupils.

Adults should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.

For some SEND pupils in our academy there may be a need to tailor content and teaching to meet their specific needs at different developmental stages. As with all teaching for these subjects, we will ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Equality

This policy will inform the Equalities Plan. The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Cherry Tree Academy we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see:

'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

Anti-Bullying

At Cherry Tree Academy, we are committed to providing a caring, friendly, and safe environment for all pupils, where they can learn in a relaxed and secure atmosphere. We expect all staff and volunteers to share this commitment. While we recognise that bullying can occur in any school setting, we are dedicated to preventing it, raising awareness, and ensuring a consistent and prompt response to any incidents. Bullying of any kind is unacceptable and will not be tolerated under any circumstances. If bullying does occur, pupils should feel confident in reporting it, knowing that it will be dealt with swiftly and effectively. We encourage anyone aware of bullying to inform staff immediately. For further information, please refer to the Waterton Academy Trust Anti-Bullying Policy in conjunction with our Behaviour Policy.

Appendix

Parent form – withdrawal from sex education within RSE

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school	
Agreed actions from discussion with parents	

Evaluation and Review

The school will review this policy annually and update accordingly to include changes in the law and guidance on good practice. The policy will be promoted throughout our academy communities and shared with outside agencies and partners as required.

Document Detail			
Document Name:	CTA Relationships and Sex Education Policy		
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