



# **LOTHERSDALE PRIMARY SCHOOL RELATIONSHIPS, SEX and HEALTH EDUCATION POLICY 2025 – 2028**

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<b>Position</b>	Headteacher
<b>Date</b>	May 2025
<b>Reviewed</b>	
<b>Reviewed</b>	

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## 1. Aims

By the work done in school, our approach to learning, and the general aims and ethos of Lothersdale Primary School, we hope that each child will have the opportunity to develop:

- The acquisition of the knowledge and understanding that will enable the child to choose a healthy lifestyle and be prepared for adult life.
- The ability to make judgements based on knowledge instead of prejudice or superficialities.
- Skills such as confidence, self-esteem and assertiveness so that they can make decisions which are both personally satisfying and socially constructive.
- The ability to form sound friendships, and responsible attitudes and values towards sexuality and relationships.

### We aim 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

## 2. Statutory requirements

We hold a statutory duty to provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We are not required to provide sex education, however, we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Lothersdale Primary School, we teach RSHE as set out in this policy.

### Equal Opportunities Statement

Schools have a clear duty under the Equality Act 2010 to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia, biphobia and transphobia –

and promote understanding and respect, enabling schools to meet the requirements, and live the intended spirit, of the Equality Act 2010.

### **Sexual Identity and Homophobic Bullying**

Lothersdale Primary School believes that RSHE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly to answer appropriate questions and offer support.

Bullying is dealt with strongly yet sensitively and all incidents are reported to the governing body. The school liaises with parents on this issue to reassure them of the content and context. Please refer to our anti-bullying policy for further information.

### **3. Policy development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the PSHE leader 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 during staff meetings and will continue to review during annual INSET days
3. Parent/stakeholder consultation – parents were provided with copies of the RSHE policy and were invited to comment
4. Pupil consultation – we investigated what exactly pupils want from their RSHE and used local data to inform the RSHE curriculum
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### **4. Definition**

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (Brook, PSHE Association and Sex Education Forum 2014).

#### **Why is sex and relationships education in schools important?**

High quality RSHE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It incorporates emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships.
- RSHE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools have a clear duty under the Equality Act 2010 to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT).
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life.
- A comprehensive RSHE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary (based on the needs of a specific cohort, pupil voice and outcomes of any health and wellbeing surveys).

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of 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 independently online.

Primary sex education will focus on:

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

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of RSHE

RSHE should not be delivered in isolation but firmly embedded in all curriculum areas, including the personal, social, health and economic (PSHE) education curriculum. At Lothersdale Primary School, the main content is delivered in PSHE lessons. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a class teacher, who has received specific training.

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).

A range of materials are drawn upon to ensure RSHE is delivered to all children throughout the school and is tailored to each child's needs and level of understanding. Our PSHE curriculum is available on our website or a hard copy can be provided by the PSHE leader.

RSHE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school, such as Coram Life Education, may be invited to contribute to the delivery of RSHE in school.

The Role of Visitors in regards to RSHE:

- Visitors are invited in to school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's RSHE policy and work within it;
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;

- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

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

## **7. Roles and responsibilities**

### **7.1 The governing board**

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

### **7.2 The headteacher**

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for consulting with governors to manage requests to withdraw pupils from non-statutory components of RSHE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff are provided with ongoing support and training in RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Staff in school who are responsible for teaching RSHE in school are as follows:

Melanie Tyson

Will Craven

Lucy Bateman

See section 9 for details of staff training.

### **7.4 Pupils**

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

### Confidentiality

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Designated Safeguarding Lead (DSL), who may confer with the Headteacher before any decision is made. The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process.

### Child Protection

The school has a separate Child Protection Policy. Effective RSHE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

### Controversial and Sensitive Issues

Staff are aware that views around RSHE related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

### Dealing with Questions

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the PSHE leader if they are concerned.

## 8. Parents' right to withdraw

Parents/Carers have the right to withdraw their children from all or part of sex education provided at school except for those parts included in statutory National Curriculum (Science).

Those parents/carers wishing to exercise this right are invited to submit this request in writing, using the form found in Appendix 3. The Headteacher, in consultation with the governing body, will explore any concerns and discuss any impact that withdrawal may have on the child.

Once a child has been withdrawn, they cannot take part in the sex education programme until the request for withdrawal has been removed. Alternative work will be given to pupils who are withdrawn from sex education.



## 9. Training

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

The headteacher / PSHE leader will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

All school staff will receive annual training from the PSHE leader. The governing body will also be invited to attend this training.

## 10. Monitoring arrangements

The delivery of RSHE is monitored by Melanie Tyson (PSHE Curriculum Leader) through:

- PSHE book scrutiny
- Learning walks
- Pupil voice

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

This policy will be reviewed by Melanie Tyson, the Headteacher, every two years. At every review, the policy will be approved by the governing board.

Information from staff, survey results and quantitative data will all feed in to the review of the RSHE policy to ensure effectiveness and relevance.

Adopted: September 2024

Reviewed: May 2025

Next review: September 2026

Approved by Governors:

Chair of Governors: .....