



RELATIONSHIPS AND SEX EDUCATION POLICY

SUMMER TERM 2021

Lothersdale Primary School
Relationships and Sex Education Policy

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.

Relationships Education, Relationships and Sex Education (RSE) and Health Education
DfE Statutory Guidance 2019

1. Aims

The aims of Relationships and Sex Education at Lothersdale Primary School are to:

- ✓ Help all pupils develop feelings of self-respect, confidence and empathy
- ✓ Empower them to form and sustain healthy, respectful relationships through life, in all contexts both off and online
- ✓ Create a positive culture in which to discuss and ask questions about feelings and relationships, gender and sexuality
- ✓ Teach the correct vocabulary to describe their emotions, mental health and their bodies
- ✓ Safeguard physical, emotional and mental wellbeing both off and online
- ✓ Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- ✓ Ensure teaching is age appropriate and sensitive to pupil's individual needs including SEN, cultural and religious backgrounds

2. Statutory Requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

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.

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

3. Policy Development

This policy was developed with staff, the governing body (School Improvement Committee), pupils and their families (parents and carers). The consultation of this policy included opportunities for all parties to ask questions and for their thoughts to be considered.

Following this involvement with time for reflection and amendments, the policy was ratified by the governing body.

4. Definition

RSE at Lothersdale Primary School has two separate elements.

Relationships & Health Education is taught to all year groups and builds upon pupils' knowledge about family and friends and experiences both off and online. It teaches the fundamental building blocks and characteristics of positive relationships and what to do, how to seek help, when relationships feel unhealthy or a risk. Relationships & Health Education is statutory and children cannot be withdrawn from these lessons.

Sex Education is taught in addition to the statutory Science and Relationships & Health curriculum and teaches children about human reproduction and conception. Sex Education is not statutory for primary schools however the Department for Education recommends:

that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

(DfE Guidance 2019)

At Lothersdale Primary School, only Year 6 pupils will take part in Sex Education. This will happen in the summer term as part of our preparation for the transition to secondary school. As stated above, this part of RSE is not compulsory and parents have the right to withdraw from this aspect of the curriculum.

The broader RSE curriculum at Lothersdale Primary School is about the personal, social and emotional development of each pupil, understanding and respecting their individual and cultural identity and those of others.

A school culture which encourages kindness and respect allows for learning through sharing information and discussing issues and values without prejudice. Pupils learn about relationships, health, sexuality, personal identity and diversity in a sensitive and age appropriate way.

5. Curriculum

The RSE curriculum is set out as per Appendix 1. This curriculum is open to adaption and review as necessary.

The curriculum follows guidance and progression from the PSHE Association programme of study for PSHE education which incorporates aspects of health education, relationships education and sex education. The curriculum takes into account the age, needs and feelings of our pupils and the views of parents, pupils, staff and governors have been considered.

Teachers will respond appropriately to questions asked by pupils so they do not feel they need to seek information online but continue to have trusting relationships which help and support their development.

6. Delivery of RSE

RSE is taught as part of PSHE. Biological elements are included in the Science curriculum and other aspects are included in RE.

Year 6 pupils are also taught Sex Education and puberty during the summer term by the Y6 class teacher and either the PSHE lead or the head teacher.

Relationships Education focuses on the fundamental building blocks and characteristics of positive relationships including:

- ✓ Families and people who care about me
- ✓ Caring friendships
- ✓ Respectful relationships
- ✓ Online relationships
- ✓ Being safe

Health Education includes:

- ✓ Health and hygiene routines
- ✓ Making healthy lifestyle choices
- ✓ Knowing where to seek help
- ✓ Physical characteristics of males and females
- ✓ How puberty signals development and change in the human body
- ✓ Understanding of periods and menstrual cycle

Sex Education focuses on:

- ✓ How intercourse and medically assisted methods (IVF) leads to fertilisation

For Sex Education and puberty lessons, the Year 6 pupils are taught in single sex groups to encourage questions and participation and to ease feelings of embarrassment. Consideration will be given, if and when required, to any child who may be experiencing gender identity issues; in this instance, the best way to proceed will be discussed and agreed with parents. The content of the learning is considered and reviewed by staff annually, taking into consideration the dynamic of each Year 6 cohort and the specific needs and requirements of the children in the class. The sessions include the same core content and are reactive to specific questions and areas of interest for pupils. Teachers respond appropriately to questions asked by pupils so they do not feel they need to seek information online. Resources are shared with families so further discussions can take place at home.

See Appendix 1 for further detail of the RSE curriculum.

In delivering RSE staff are sensitive to the many different family structures children may have in their own lives (including single parents, LGBT parents, adoptive and foster families). At Lothersdale pupils are taught without prejudice and the school culture of care and respect supports open and positive learning opportunities for all.

7. SEND

Pupils with additional learning needs including SEN are supported by differentiated content and resources where appropriate. Time, clarity of vocabulary and explanation of key themes are important to enable SEN pupils to navigate RSE and the wider PSHE curriculum and apply lesson content to relationships and friendships in their daily lives.

Lothersdale Primary School is committed to empowering all our pupils to have successful, healthy, respectful relationships.

8. Pupil Mental Health

At Lothersdale School staff are mindful of the pressures, issues and personal circumstances which can impact upon the mental health of our pupils including those caused by the coronavirus pandemic. Empowering children to build strong and positive relationships and friendships, knowing that they have the right to be listened to and respected are key to helping them continue to develop as they grow and transition into secondary school and later life. Pupils are taught to seek the help of family, friends and trusted adults and to talk about their mental as well as physical health.

9. LGBT and Diversity

Staff are committed to teaching pupils the fundamental values of equality and respect. Lesbian, gay, bi-sexual and transgender issues may be included in lesson discussions without prejudice. Core values of love and respect, regardless of sexuality or gender identity, are the central message. High quality story books with diverse characters will be used to enhance pupils' learning.

10. Safeguarding

Staff are fully aware of safeguarding policies and procedures and will communicate any concerns they have for individual pupils' safety, including mental wellbeing, physical and online safety, to the DSL and headteacher.

11. Roles and Responsibilities

The governing body will approve the RSE policy and hold the headteacher to account for its implementation. The School Improvement Committee of the governing body will take the lead in this role.

The headteacher is responsible for ensuring that RSE is taught consistently across school and for managing requests to withdraw pupils from the non-statutory components of RSE (Relationships & Health education is a statutory requirement for all pupils).

Teachers and staff are responsible for:

- ✓ Delivering, and supporting the delivery of RSE in a sensitive way
- ✓ Modelling positive attitudes to RSE
- ✓ Monitoring progress and understanding
- ✓ Responding to the needs of individual pupils sensitively and appropriately
- ✓ RSE will be taught by teachers across all year groups as part of the PSHE curriculum
- ✓ Sex Education will be taught by the Year 6 teacher with the support of the headteacher or PSHE lead

Pupils are expected to engage fully in RSE, and when discussing issues (including diversity and LGBT) are expected to treat others with respect and sensitivity.

12. Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships & Health education.

Parents do have the right to withdraw their children from the non-statutory components of Sex Education within RSE. This right only applies to parents of Year 6 pupils.

Alternative work will be set in school for pupils who are withdrawn from Sex Education.

13. Training

Staff training needs are assessed as part of the schools CPD calendar to ensure staff are able to deliver the RSE curriculum.

Professionals including North Yorkshire County Council (NYCC) and Compass Buzz* will be used to support staff development where appropriate.

* Compass BUZZ is an exciting, new, innovative and free project that aims to improve the mental health and wellbeing of children and young people aged 5-18 (25 with SEND) in schools across North Yorkshire (<https://www.compass-uk.org/services/north-yorkshire-compass-buzz/>)

14. Monitoring arrangements

The delivery of RSE will be monitored by the PSHE lead by monitoring work in pupil or class big books, Curriculum Maps and through discussions with pupils. The School Improvement Committee will also lead pupil discussion groups and report to the full governing body.

Pupil's development in RSE will be monitored by class teachers as part of our school assessment systems.

This policy will be reviewed every 2 years and approved by the governing body. This policy will be available for parents, staff and governors to access via the school website.

Appendix 1. Our curriculum works on a 2-year rolling programme – A & B below relate to Year A and Year B. Year groups are indicated as ½, ¾ and 5/6. RSE elements of the PSHE curriculum are highlighted.

	APPENDIX 1 Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and Friendships	Safe Relationships	Respecting Ourselves and Others	Belonging to a community	Media Literacy and Digital Resilience	Money and work	Physical and Mental Wellbeing	Growing and Changing	Keeping Safe
½ A	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behavior affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
½ B	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
¾ A	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
¾ B	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal identity; recognising individuality and different qualities; mental wellbeing	Medicines and household products; drugs common to everyday life
5/6 A	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Increasing independence; managing transition Y5	Keeping safe in different situations, including responding in emergencies, first aid
5/6 B	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereo-types	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Physical and emotional changes in puberty; Human reproduction and birth; personal hygiene routines; support with puberty Y6	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Written: March 2021

Agreed by the School Improvement Governors Committee: 17 May 2021

Agreed by the Full Governing Body: 6 July 2021

To be reviewed every two years – next review July 2023