



Lawford C of E Primary School

Relationships and Sex Education Policy (RSE)

Latest Parent Survey – March 21 Staff consulted July 21

Reviewed July 2024

Annual review

Introduction

This policy sets out our school's approach to statutory Relationships Education and non-statutory Sex Education. It was produced by the PSHE coordinator working with the Head teacher, Senior Leadership Team and lead governor for PSHE. We have based our school's relationships and sex education policy on the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019) and the PSHE Association's supplementary guidance "Writing your school's relationships and sex education (RSE) policy" (PSHE Association, September 2018).

Department for Education guidance states that from September 2020, all primary schools must teach Relationships and Health Education. **The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.** Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

"It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement...."

"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born".

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Our definition of Relationships Education includes all of those elements defined within this statutory topic – these are detailed below in the 'RSE Curriculum' section. Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

'To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also 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. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.'

It is the philosophy of our school that all children experience a planned programme of RSE that offers them the opportunity to explore attitudes and values and develop personal and social skills, as well as learning the facts necessary for life.

RSE will reflect the values of the PSHE programme and will be taught in the context of relationships. In addition, RSE will promote self-esteem, emotional health and well-being and help form and maintain worthwhile, satisfying relationships, based on respect for themselves and for others.

Context

At Lawford C of E Primary School, we value the importance of RSE to help and support our children through their physical, emotional and moral development. This programme is linked closely to the National Healthy Schools standard guidance. As a Healthy School, we feel it is important that we develop the whole child and support their understanding and knowledge of the importance of healthy relationships.

We recognise the partnership of home and school, of parent/carer and teacher, in this important area of personal development.

RSE is a continuing developmental process, which includes the exploration of attitudes and values and the development of healthy relationships as well as the teaching of age-appropriate facts. It should be gradual and matched to the child's maturity and stage of development.

RSE teaches children to have an awareness of, and a respect for, themselves and others. It aids the development of positive self-esteem, which helps the children to cope with the challenges of personal growth. It enables children to be aware of personal choices and decisions whilst also exploring feelings and emotions.

As part of the framework we teach in school, pupils are taught about the nature and importance of family life and bringing up children. Our children learn about stable relationships, including marriage. Great care is taken that no child is stigmatised because of their home circumstances.

Aims and Objectives

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour. This should take place with consideration of the qualities of relationships within families. Lawford C of E Primary aims:

- To adopt a whole school approach to Healthy Relationships and Sex Education in the curriculum, within the context of a Church of England School setting.
- To teach, in a way that is sensitive to the cultural backgrounds of all pupils about relationships, love and care and responsibilities of parenthood as well as about sex and sexuality.
- To equip pupils with knowledge, understanding and skills to enable them to make choices leading to a safe and healthy lifestyle.

It is also our aim to ensure that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Develop their self-esteem and sense of responsibility
- Are able to name parts of the body and describe how their bodies work
- Are prepared for puberty
- Can protect themselves and ask for help and support with confidence

Process for Policy Development

The policy has been developed in consultation with pupils, parents/carers, teaching and non-teaching staff, governors, school health staff and other relevant agencies.

Methods of consultation included auditing existing provision and knowledge to develop, implement, monitor and evaluate the curriculum. This was undertaken by sampling a group of 3 randomly selected children from each year group in KS1 and KS2. We were able to assess existing knowledge and understanding and identify areas for improvement and common misconceptions.

Organisation

Mrs Cemil is the designated teacher with responsibility for coordinating Healthy Relationships and Sex Education.

RSE is monitored and evaluated by SLT and a linked governor with responsibility for its oversight. This Governor is Mrs Nicola Hunt.

To help parents prepare for the delivery of these lessons in school, all teachers will state on their termly curriculum overviews which lesson is being delivered in which term, e.g. puberty in Y4, spring term. Parents can then refer to the policy for a breakdown of this lesson. The teaching of puberty is a statutory under health education.

Class teachers will be responsible for delivering all RSE lessons and parents will be notified of which areas will be covered in class a week in advance via Dojo or school planners.

Statutory Requirements

All schools must provide a curriculum which 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.' (*Education Act 2002*). This further directed relationships education July

2020: 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

As a Church of England School, we believe that Christian beliefs and values should underpin our Relationship and Sex Education programme. Therefore, these principles underpin our policy:

- Relationship and Sex education is taught in the context of enduring relationships and family life
- Relationship and Sex education includes learning about physical and emotional development
- Relationship and Sex education is part of a wider social, moral and spiritual process

As part of our PSHE/Relationships Education programme of study, children will be taught what a relationship is; the different types of relationships they might have (including same sex relationships); the importance of healthy and secure relationships to wellbeing; what constitutes a healthy relationship, in person and online; how to set and observe appropriate boundaries in relationships; how to recognise when a situation is unsafe; strategies for dealing with situations that they find uncomfortable or that are unsafe; and sources of help and advice.

A summary of the key objectives of the statutory Relationships Education curriculum is set out below.

Families and people who care for me

Children 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.

Caring friendships

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.

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.

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. 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.

Non statutory Sex Education:

Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. The DfE guidance 2019 recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived. We interpret 'how a baby is conceived' as referring to what happens during sexual intercourse before an egg and sperm meet (reproduction) – year 6. **This element is the only element of the RSE curriculum from which a parent may elect to withdraw their child.**

The Teaching Programme

Relationships and Sex Education is delivered through science, physical, social, health education (PSHE) and circle time. Relationships and Sex Education is taught by classroom teachers and where appropriate, other professionals, such as the school nurse.

It is our intention that all children experience a programme of RSE, which is appropriate for their age and physical development with differentiated provision if required.

To support the teaching of RSE we use a resource called 'The Christopher Winter Project' which provides age appropriate resources to use within the lessons. In addition to this, we access high quality SCARF resources on the Coram Life Education website.

Aims and Objectives

Within the Personal, Social, Health and Education (PSHE) curriculum, the national curriculum for science and specific RSE lessons we will teach children about:

- The physical development of their bodies as they grow into adults
- Physical and emotional well being
- Respect for their own bodies
- The importance of family life and loving stable relationships
- Relationships
- Self-esteem and respect for others
- Moral questions
- Reproduction
- Where to seek help when things are not right

Early Years / Foundation Stage

In Foundation Stage the curriculum includes education about relationships with a focus on friendship, bullying and the building of self-esteem. Understanding the World covers simple lifecycles.

Key Stage 1

In Key Stage 1 the children build on the work in the early years and continue to focus on building relationships, particularly friendships, bullying and self-esteem. They learn about the basic necessities for life, lifecycles, how to keep their bodies safe and healthy as well as identifying and naming parts of the body.

Key Stage 2

In Key Stage 2 the curriculum continues to build on the foundations laid in Key Stage One. The curriculum is about developing confidence and responsibilities. It is about preparing pupils to play an active role as citizens. It supports them in developing a healthy and safe lifestyle. It helps them develop good relationships and learn to respect differences between people.

In science pupils will “***describe life cycles, birth, growth, development, reproduction, death***” and “***describe changes in humans through the life cycle, recognise the impact of diet, exercise, drugs and lifestyle.***” Parents do not have the right for their children to opt out of these lessons.

The lessons allow us to teach children about healthy relationships through a safe, secure environment. Children will receive the facts and knowledge will be built up through discussion in an age-appropriate way.

The Role of the Class Teacher

Teachers have established ground rules for sex education lessons so that children and adults feel comfortable during the session. These are:

- We will respect each other’s questions and opinions.
- What is said in a lesson stays confidential unless an adult is concerned about our safety.
- We will always speak to an adult if we are worried.
- Everyone will use agreed and appropriate language.
- No one will be forced to join in with a discussion.
- We will share our own thoughts, not those of others.
- No-one will be asked a personal question.
- We will allow everyone to work at their own pace.
- We will be kind to each other.
- We will listen to each other.

Establishing ground rules in every classroom will enable children to feel like they are able to share their opinions without fear of being judged or reprimanded by their peers. Children should also feel able to share concerns with staff in confidence.

Dealing with Difficult Questions

Teachers will respond appropriately to questions as they arise, considering the age and maturity of the pupils, within these parameters. A teacher’s personal beliefs and attitudes will not influence their teaching of sex and relationship education.

The Role of Parents

The school understands the primary role in children's RSE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation.

To promote this objective, we will

- inform parents about the school's RSE policy and practice
- answer any questions that parents may have about the RSE of their child
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for RSE in the school
- encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary
- inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home
- make the RSE resources used in our lessons available for viewing

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their relationship responsibilities in life and for themselves.

The school will include information on RSE in the school prospectus. Full details are available on request. The school informs parents when aspects of the Healthy Relationship and Sex Education programme are taught and provides opportunities for parents to view the resources being used. The policy is available in school and on the school website for all parents to inspect and details are published in the school prospectus.

Parental Right to withdraw

Parents have the right to request that their child be withdrawn from some or all of **the non-statutory Sex Education** our school teaches but **not** Relationships or Health Education. *They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education.* Parents are invited to view our resources and discuss any concerns with our staff.

If parents wish to withdraw a child from the non-statutory elements of the programme, they should discuss their specific concerns with the Headteacher and document this in writing.

Child Protection and Confidentiality

Teachers need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head teacher/Designated Child Protection Officer in line with the school's procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Monitoring and Evaluation

The Governing Body is responsible for monitoring the delivery of our RSE policy. Governors give due consideration to any comments from parents about the RSE programme and require the Head teacher to keep a written record of parents' comments.

Appendix:

1. Overview of RSE Curriculum.

Appendix 1: Overview of RSE Curriculum (including elements of Health curriculum)

	Autumn Term: Lesson One	Spring Term: Lesson Two	Summer Term: Lesson Three
Foundation Stage	Our Day Children will think about routines and patterns of a typical day. They will learn about how they can help themselves.	Keeping Ourselves Clean Children will be able to explain why it is important to keep clean and understand some basic hygiene routines.	Families Children will learn about members of the family and will understand how members of a family can help each other.
Year One	Keeping Clean Children will understand how to clean and look after themselves.	Growing and Changing Children will understand that babies become children and then adults and will know the difference between boy and girl babies.	Families and Care Understand that there are different types of families and which people can help them.
Year Two	Differences between Boys and Girls Children will learn that some people have fixed ideas about what girls and boys can do. They will be able to describe the differences between male and female babies.	Differences between Male and Females Children will describe some differences between male and female animals. They will explore some of the differences between male and females and understand how this is part of the lifecycle.	Naming the Body Parts Children will learn the different body parts using anatomically correct names.
Year Three	Differences Between Males and Females Children will be able to name male and female body parts using anatomically correct names. They will know some similarities and differences between male and females.	Personal Space Children will identify different types of touch that people like and do not like and discuss ways to deal with unwanted touch. They will explore personal space.	Family Differences Children will explore different types of families and who to go to for help and support.
Year Four	Growing and Changing Children will explore the human life cycle and describe the main stages. They will understand the body changes that happen as a child grows up.	What is Puberty? Children will identify some basic facts about puberty and learn some of the changes that happen to the body during puberty.	Puberty Changes and Reproduction Children will learn how puberty is linked to reproduction. They will learn about physical and emotional changes that happen in puberty.
Year Five	Talking about Puberty Children will understand in greater depth the emotional and physical changes that occur during puberty.	Male and Female Changes Children will understand male and female puberty changes in more detail. Learn how to manage physical and emotional changes.	Puberty and Hygiene Children will understand the impact of puberty on the body and the importance of hygiene. They will learn

				how to get support during puberty.
Year Six	Puberty and Reproduction Children will describe how and why body changes during puberty in preparation for reproduction. They will begin to talk about puberty and reproduction with confidence.	Understanding Relationships Children will consider different types of adult relationships, including same sex relationships. They will discuss physical and emotional behaviour in relationships.	Conception and Pregnancy Children will learn about the process of conception and pregnancy. They will consider the decisions that have to be made before having a baby. <i>(Non Statutory = only the conception element.)</i>	Communicating in Relationships Children will explore positive and negative ways of communicating in a relationship and will learn when it is appropriate to share personal and private information in a relationship. They will learn how to get support if an online relationship goes wrong.