



Longford Primary Academy

Member of staff responsible: Principal

Date policy written: Spring 2020

Date to be reviewed: Spring 2022

Relationships and Sex Education Policy

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of their 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 relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

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](#).

We 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 for example reproduction of some plants or animals.

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 Longford Primary Academy we teach RSE as set out in this policy.

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 – a member of staff or working group 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
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE curriculum
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is an opportunity 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 well-being, health and relationships. 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. RSE can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

RSE is not about the promotion of sexual activity.

5. Curriculum

The RSE curriculum objectives are set out as per Appendix 1.

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 online.

For more information about our curriculum, see our curriculum map in Appendix 2.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum through the Jigsaw scheme of work. Biological aspects of RSE are also taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered in upper key stage 2.

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

Primary sex education will focus on:

- How a baby is conceived and born

Sex education will be taught within the 'Changing Me' unit during the 2nd half of the Summer term. At Longford we have taken the decision not to teach these lessons until year 4, after this there are specific lessons that parents can withdraw their children from if they wish to do so. The remaining lessons within the unit are compulsory for all as they cover curriculum objectives relating to the PSHE curriculum.

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

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, 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).

7. Roles and responsibilities

7.1 The local governing committee

The LGC will approve the RSE policy, and hold the principal to account for its implementation.

7.2 The principal

The principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Teaching staff

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 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.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the **non-statutory** components of sex education within RSE (see appendix 2).

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the principal.

Alternative work will be given to pupils who are withdrawn from sex education.

9. 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 school, such as school nurses to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE lead through:

Planning scrutinies, learning walks, book looks and pupil voice.

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

This policy will be reviewed by the principal and governors annually. At every review, the policy will be approved by the local governing committee.

Appendix 1: By the end of primary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
|--|--|
| <p>Families and people who care about me</p> | <p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> |
| <p>Caring friendships</p> | <p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p> |
| <p>Respectful relationships</p> | <p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p> |
| <p>Online relationships</p> | <p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p> |

| TOPIC | PUPILS SHOULD KNOW |
|------------|--|
| Being safe | <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p> |

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Appendix 2: Curriculum map

Relationships and sex education curriculum map

PSHE Curriculum Organisation

| Term | Puzzle name | Content |
|----------|------------------------|--|
| Autumn 1 | Being Me in my World | Includes understanding their place in class, school and global community as well as devising class learning charters |
| Autumn 2 | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying) and diversity work |
| Spring 1 | Dreams and Goals | Includes goal setting, aspirations, working together to design and organise fund raising events |
| Spring 2 | Healthy Me | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices |
| Summer 1 | Relationships | Includes understanding friendships, family and other relationships, conflict resolution and communication skills |
| Summer 2 | *Changing Me | Includes relationships and sex education in the context of looking at change |

*Changing Me progression map below identifies which lessons are omitted and where parents can withdraw their children if they wish to do so using the form in appendix 3.

| | |
|--|---------------------------|
| | Compulsory lesson for all |
| | Optional withdrawal |
| | Lesson will not be taught |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------|--|--|------------------------------|----------------------|--|---|
| Lesson 1 | Life cycles – animal & human | Life cycles in nature | How babies grow | Being unique | Influence of online and media on body image | Self-image and body-image |
| Lesson 2 | Changes in me | Growing from young to old | Understanding a baby's needs | Having a baby | *Puberty only for girls – cycle *Including conception | Puberty and feelings |
| Lesson 3 | Changes since being a baby | Increasing independence | Outside body changes | Girls and puberty | *Puberty only for boys – changes *Including conception | Conception to birth |
| Lesson 4 | Differences between female and male bodies | Differences between female and male bodies | Inside body changes | Confidence in change | Conception (including IVF) | Physical attraction – respect & relationships |
| Lesson 5 | Linking growing & learning | Assertiveness | Family stereotypes | Accepting change | Growing responsibly | Positive self-esteem |
| Lesson 6 | Coping with change | Preparing for transition | Challenging my ideas | Environmental change | Coping with change | Transition |

*All children will be taught the first part of these lessons as they meet the requirements to teach the following objective under health education:

- Preparing boys and girls for the changes that adolescence brings (puberty)

Parents may withdraw their children from the 2nd part of the lesson if they wish to do so.

Appendix 3: 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 | |
| | |