

# Lydbrook Primary School

(including Robins Nursery)

## Relationship and Sex Education Policy

*Where anything is Possible*

<b>Policy Reviewed:</b>	<b>Annually</b>
<b>By:</b>	<b>Full Governing Body</b>
<b>Agreed:</b>	<b>24<sup>th</sup> May 2021</b>
<b>Next Review:</b>	<b>9<sup>th</sup> March 2022 –no changes Spring 2023</b>

### Purpose

This policy contains information on how our school will meet its legal duties, with which schools must comply, when teaching Relationships and Sex Education (RSE). It is important to go back to the real reason for providing RSE, which is to meet children and young people's need for accurate, reliable information to support them growing up and in the future. To quote the former Secretary of State for Education, Rt Hon Damian Hinds, "to give young people the knowledge that they need in every context to lead safe, happy and healthy lives".

This policy sets out our school's approach to statutory Relationships and Sex Education. It was produced by the school's PSHE Subject Lead working with the Head teacher and the lead governor for PSHE.

### Introduction

This policy has been written in accordance with the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. It contains information on how our school will meet its legal duties, with which schools must comply, when teaching Relationships Education and Health Education. The Relationships Education and Health Education (England) Regulations 2019, makes Relationships and Sex 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.

For the purpose of this policy, "**relationships education**" is defined as teaching pupils about 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 and how totally interlinked physical and mental health are.

The key elements of Relationship Education have been divided into five sections:

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

## **Aims and objectives**

The overall aim of the school is to promote pupils spiritual, moral, social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of life.

Research has shown that a comprehensive Relationships and Sex Education curriculum can help young people to feel more positive about themselves and to understand what a healthy relationship looks like. Young people who feel good about themselves are more knowledgeable and confident about relationships, more likely to be discerning in their relationship behaviours and also more likely to have healthy, safe and fulfilling relationships.

Keeping Children Safe in Education (KCSIE) 2020 sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum, and our RHE curriculum at Lydbrook Primary School is key to this provision.

This may include covering relevant issues through Relationships Education (from 2020) and through Personal, Social, Health and Economic education (PSHE). At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education.

## **Context**

The Relationships and Sex Education, RSE, and Health Education (England) Regulations 2019 have made Relationships and Sex Education compulsory in all primary schools from September 2020. Sex Education is not compulsory in primary schools, however, puberty is covered in the Relationships and Health Education content and the Department for Education (DfE) continues to recommend that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils. In addition, the National Curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

At Lydbrook Primary School, we link this work in science to our PSHE curriculum around health and relationships and respond to our children's questions in an age-appropriate way. However, if a parent wishes to withdraw their child from sex education beyond the national curriculum for science, we uphold that right and would welcome a discussion around any concerns.

## **Equal Opportunities**

The law now states that all pupils should have access to Relationships Education and Health Education that is relevant to their particular needs. To achieve this, Lydbrook Primary School's approach to RSE will take account of:

**Ethnic and cultural diversity** - Different ethnic and cultural groups may have different attitudes to RHE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

**Varying home backgrounds** - We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall always endeavour to prevent stigmatisation of children based on their home circumstances.

**Sexuality** - Some of our pupils will go on to define themselves as lesbian, gay, bi-sexual, transgender or questioning (LGBTQ). Pupils may also have LGBTQ parents/carers, brothers or sisters, other family members and/or friends. Eventually all our pupils will meet and work with LGBTQ people. Our approach to RHE will include sensitive, honest and balanced consideration of sexuality and we shall actively tackle homophobic or sexist bullying. We are working towards creating a gender-neutral environment, where each child is seen as an individual.

**Special educational needs** - We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.

## **Organisation**

Teaching staff are all involved in the school's RSE provision; as well as delivering the curriculum, they all play an important pastoral role by offering support to pupils. Teachers will be consulted about the school's approach to RSE and aided in their work by provision of resources, background information, and access to appropriate training, support and advice from experienced members of staff.

Non-teaching staff may be involved in a supportive role in some RSE lessons and also play an important (formal or informal) pastoral support role with pupils. They will have access to information about the RSE programme and be supported in their pastoral role.

## **The role of the headteacher**

It is the responsibility of the Headteacher to ensure that both staff and parents/carers are informed about our RSE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher liaises with external agencies regarding the school sex education programme and ensures that all adults who work with children on these issues are aware of the school policy and that they work within this framework.

The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

## **The role of parents/carers**

Parents/carers have a legal right to have information about the school's RSE provision. They may have access at any point to the programme of work and are invited to come into school to discuss the content of the lessons and to view the resources used. The class teacher or PSHE subject leaders would be willing to work with them at any point. However, under the new statutory guidance, parents cannot withdraw their children from Relationships Education. As stated above, they may only withdraw their child from sex education beyond the national curriculum for science. The school will, however, seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers; we will take time to address concerns and allay any fears.

## **The role of other members of the community**

Outside agencies and speakers - Outside agencies and speakers may be involved in contributing to RSE lessons. The school will only work with agencies and speakers who are appropriate to the pupils' needs.

## **Pupils**

Pupils have an entitlement to RSE and pastoral support appropriate to their age and circumstance. They will be consulted about their RSE needs and their views will be central to developing the provision.

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health and sex education. We use material provided by the Local Authority and encourage involvement of the Schools Nurse service.

## **The Taught RSE Programme**

We use the GHLL (Gloucestershire Healthy Living and Learning) Primary scheme of work, which is a graduated, age-appropriate programme. There are lessons in each year group, from Reception to Year 6. Some further elements of RSE are taught through other areas of the PSHE programme and some through science. The lessons in each year group are delivered as a discrete unit within our wider PSHE curriculum. Some further elements of RSE are taught through other areas of the PSHE programme and some through science.

### **By the end of KS1 pupils will:**

- know the basic rules for keeping themselves safe and healthy
- understand about safe places to be and safe people to be with
- know why families and carers are special for caring and sharing
- be able to recognise and compare the main external parts of human bodies
- know the names of the main external parts of the body including agreed names for reproductive organs
- know and understand the ways they are similar and different to others
- know and understand that they have control over their actions and bodies
- recognise the pressure of unwanted physical contact and know ways of resisting it

### **By the end of Key Stage 2 pupils will:**

- be able to recognise and compare the main external parts of male and female human bodies including agreed names for reproductive organs
- know the names of the main internal parts of the body including agreed names for reproductive organs
- know about the physical changes that take place at puberty, why they happen and how to manage them
- understand why it is important to know how to keep themselves clean
- understand that safe routines can stop the spread of viruses
- understand genetic inheritance
- understand there are different types of families to theirs
- be able to challenge gender stereotyping
- be able to identify the adults they can trust and ask for help
- be self-confident in a wide range of situations
- recognise their own worth
- be able to discuss moral questions
- recognise the pressure of unwanted physical contact and know ways of resisting it
- know how to keep themselves safe when involved in risky situations, including online.

The main RSE programme will be taught within PSHE lessons. From Reception to Year 6, it is delivered as a discrete unit within our wider PSHE curriculum. In addition, certain biological aspects will be taught through science lessons and further elements of RSE will arise in other areas of the curriculum.

## Ground rules

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of RSE. To this end, ground rules are always agreed upon to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

Ground rules will ensure that:

- ✓ Pupils are given preparation so that they will know how to minimise any embarrassment they feel.
- ✓ No one (teacher nor pupil) should be expected to answer a personal question.
- ✓ No one will be forced to take part in a discussion.
- ✓ The school's confidentiality/safeguarding policies are adhered to.

## Answering difficult questions

When delivering the RSE objectives, teachers will always consider how children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of those developmental differences (including when these are due to specific special educational needs or disabilities) and recognise the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class. On occasion, an individual child will ask an explicit or difficult question in the classroom. Questions do not always have to be answered immediately; it may be more appropriate to address them later. At Lydbrook Primary School we believe that individual teachers must use their skill and discretion in these situations and could refer to the PSHE subject leader if needed.

## Dealing with questions

- ✓ Teachers will establish clear parameters about what is appropriate and inappropriate in a whole class setting.
- ✓ Teachers will set the tone by speaking in a matter-of-fact way and ensure that pupils discuss issues in a way which does not encourage giggling and silliness.
- ✓ Pupils will be encouraged to write down questions anonymously and post them in a 'problem/worry box'. The teacher will then have time to prepare age-appropriate answers to all questions before the next session and will choose not to respond to any questions which are inappropriate.
- ✓ Teachers will respond to questions where they can, always bearing in mind that pupils who do not have their questions answered may go online to find answers.
- ✓ Teachers will not be drawn into providing more information than is appropriate to the age of the child.
- ✓ If a verbal question is too personal, the teacher will remind the pupils of the ground rules.
- ✓ If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises safeguarding concerns, the teacher will acknowledge the question and promise to attend to it later, on an individual basis.
- ✓ If a teacher is concerned that a pupil is at risk of sexual abuse the headteacher will be informed and the usual safeguarding/child protection procedures followed.

## **Confidentiality**

Teachers conduct RSE lessons in a sensitive manner and in confidence.

Good RSE practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns. School staff cannot promise absolute confidentiality if approached by a pupil for help and must make this clear to pupils. Should disclosures be made to a member of staff by a child, regarding their (or a peer's) possible involvement in sexual activity or a concern about a friend or peer, the school's Confidentiality and Safeguarding Policies will be referred to.

## **Monitoring and review**

The RSE programme and policy are regularly evaluated and reviewed by the PSHE Subject Lead. The views of pupils, parents, staff and governors are used to make changes and improvements to the programme on an ongoing basis.

The governing body monitors our RSE policy to an agreed timetable and revises the policy as necessary. The governing body gives serious consideration to any comments from parent/carers about the RHE programme and makes a record of all such comments.

Approved by FGB 24.05.21