

Lacey Green Primary Academy

Relationships and Sex Education Policy (FINAL)

Policy Reviewed, Parents and Children Consulted and Agreed: October 2021



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 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

RSE is part of our National Curriculum Science programme. Other aspects are taught through our PSHE programme 3D PSHE and some areas of relationships through lessons in English and RE.

Statutory requirements

Relationships Education is compulsory in all primary schools in England.

This policy has been written in accordance with DfE Relationships and sex education (RSE) and health education statutory guidance on relationships education, relationships and sex education (RSE) and health education 2021. (See Appendix 1 for the Statutory Relationships Education Requirements for Primary Schools)

As a primary school, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the Secretary of State as outlined under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

At Lacey Green Primary Academy, we teach RSE as set out in this policy.

Policy Development

This policy is being developed in consultation with staff, pupils and parents. The consultation and policy development process will involve the following steps:

1. Review – staff or working group pull together all relevant information including relevant national and local guidance
2. Parent/stakeholder consultation – parents will be sent a copy of the policy and invited to ask questions or make suggestion about the policy.

Definition

The term Relationships and Sex Education RSE is used in this policy rather than Sex Education. This is to stress that our approach goes beyond the provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Curriculum

Our RSE curriculum is set out under our Curriculum Section, on the school website.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How living things including humans reproduce
- How a baby is conceived and born

All 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).

Delivery of RSE

The majority of the RSE is taught within our regular PSHE sessions. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Ground rules:

Teachers and pupils will mutually agree ground rules to create a safe environment where all concerned do not feel embarrassed or anxious.

These may include

- No one, pupil or teacher, will have to answer a personal question
- No one will be forced to take part in a discussion
- Only the correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way.

Dealing with questions:

Questions arising from RSE teaching will be answered in accordance with the ground rules established by the school. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that children are fully informed and that they do not seek answers online or from peers. Questions, which are deemed too explicit, inappropriate, or raise questions of abuse, should be dealt with later by the teacher seeking advice, if appropriate, from the PSHE Lead. If a member of staff suspects that there may be an abuse issue, they will follow the school's child protection guidelines.

We recognise that children in younger year groups may ask questions that cannot be answered without reference to content from older year groups. Should this occur, we will respond by telling them that they will learn about that when they are older or to ask their parents.

Parents:

The school recognises that parents are key in:

- Teaching their children about sex and relationships;
- Maintaining the culture and ethos of the family;
- Helping their children cope with the emotional and physical aspects of growing up; and
- Preparing them for the challenges and responsibilities that sexual maturity brings.

We consider all the needs of our children and we may choose to provide children with additional support. This may include:

- Working with parents and careers to support any issues raised by them
- Working with outside agencies to help deliver the curriculum

Roles and responsibilities

The Governing Body

The Governing Body will approve the RSE policy, and hold the Principal to account for its implementation.

The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school.

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/non-science] components of RSE (if relevant)

Pupils

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

Parents' right to withdraw

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 3 onwards. As part of the science curriculum, children learn in Year 5 about how reproduction occurs in some plants and animals. The DfE guidance 2019 also 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 and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. In Year 5 and 6, children are taught:

- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means (Year 5/6);
- how a baby develops in the womb and how babies are born (Year 5/6).

In each year group, lessons will recap on the content of previous years as a reminder and allow children to "catch up" if they were not present for the previous year's lessons.

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults.

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/non-science] components of sex education within RSE. You will be informed in advance of the content being taught.

Monitoring the Effectiveness of the Policy

This policy will be reviewed and updated when any new guidelines and legislation are issued by any relevant bodies or where the Academy feels it is necessary.

Relationships Education, Relationships and Sex Education (RSE) and Health Education – DfE 2021.

By the end of primary school:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none">• 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.
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Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none">• 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.
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Being safe	<p>Pupils should know</p> <ul style="list-style-type: none">• 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.
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