



Lyme Community Primary School Relationships and Sex Education (RSE) Policy



Article 19

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 28

Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Article 24

Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

Introduction:

In the DfE document (2000), RSE is defined as 'learning about physical, moral and emotional development'. The guidance states, 'It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'.

RSE is part of the Personal, Social and Health Education (PSHE) curriculum in our school. When we inform our pupils through RSE about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use RSE as a means of promoting any form of sexual orientation.

Statutory requirements:

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, 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 in section 403 of the [Education Act 1996](#).

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

We see the value of teaching RSE so that students begin to develop their lifelong learning about their physical, moral and emotional development. The students will also develop their understanding of the importance of loving and caring relationships including those involving sex. From September 2020, the National Curriculum for PSHE, including RSE, will be statutory.

Aims and Objectives:

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

Context:

We teach about sex in the context of the school's aims and values. While RSE in our school means that we give children information about sexual behaviour, we do this with awareness of the moral code and of the values which underpin all our work. We teach RSE on the understanding that:

- it is taught in the context of a loving relationship and family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

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
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition:

At Lyme:

- 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.

Organisation:

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
- Intimate and sexual relationships, including sexual health

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, 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 the curriculum:

We teach RSE through different aspects of the curriculum. While we carry out the main RSE in our Personal, Social and Health Education (PSHE) curriculum, we also do some RSE through other subject areas (e.g. Science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

In PSHE, we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty and we explain menstruation. We encourage the children to ask for help if they need it.

In science lessons, in both Key Stages, teachers inform children about puberty and how a baby is born. For this aspect of our teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and reproduce and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same and that we need to respect each other. In Key Stage 2, we teach about life processes and the main stages of the human life cycle, in greater depth. In Year 6, we place a particular emphasis on health education, as many children experience puberty at this age.

RSE is taught by classroom teachers and if appropriate, outside visitors such as the school nurse. A range of teaching methods which involve children's full participation are used to teach RSE. These include use of video, discussion and looking at case studies.

RSE is usually delivered in mixed gender groups however; there may be occasions where single gender groups are more appropriate and relevant. Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos.

As a school, we are part of the PSHE Association therefore, we use their resources and those which have been accredited by them, to support teachers in the planning and delivery of the RSE curriculum. Examples of resources: 1-decision, the FPA, Barnados, NSPCC, Freedom Charity and the Equality and Human Rights Commission.

When teaching RSE teachers do their best to answer all questions with sensitivity and care. They discuss ground rules at the start of each lesson – including confidentiality and the role of trusted adults –being alert to safeguarding concerns and reporting them as per the policy.

The content of the RSE curriculum, including resources used, are shared on the school website. Prior to teaching of sex education, parents/carers will be informed by letter.

For more information about our RSE curriculum, see Appendix 1.

Roles and responsibilities:

The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE. (*see below*)

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way (*see Appendix 4*)
- 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

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 headteacher. All qualified teaching staff are responsible for teaching RSE in our school; this includes non-class based staff such as the Deputy Headteacher.

Pupils

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

Parents

The school is well aware that 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:

- inform parents about the school's sex education 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 sex education 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.

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 increasing responsibilities.

Parents have the right to withdraw their child from all or part of the RSE programme that we teach in our school. If a parent wishes their child to be withdrawn from RSE lessons, they should discuss this with the headteacher, put their request in writing making it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

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-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in *Appendix 2* of this policy and addressed to the headteacher.

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

Training:

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

Visitors from outside the school, such as school nurses or sexual health professionals, will be invited into school to provide support and training to staff teaching RSE.

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

Confidentiality:

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

The role of the Headteacher:

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our SRE 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 about sex effectively and handle any difficult issues with sensitivity.

The headteacher liaises with external agencies regarding the school's SRE programme, and ensures that all adults who work with our children on these issues are aware of the school policy and work within its framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and review:

The delivery of RSE is monitored by Jo Roberts, Deputy Headteacher through:

As per the school's monitoring and evaluation timetable, RSE will be monitored during subject leader time on a termly basis. The outcomes will feed into staff training sessions and evaluation of the curriculum and resources used.

This policy will be reviewed annually by Jo Roberts, Deputy Headteacher. At every review, the policy will be approved by the Standards and Quality Committee. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The S&Q Committee gives serious consideration to any comments from parents about the RSE programme and makes a record of all such comments.

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| Date of policy: | September 2019 (changes to PSHE/RSE curriculum) |
| Ratified by governors: | October 2019 |
| Reviewed with changes: | May 2021 |
| To be reviewed: | September 2021 |

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Appendix 2: By the end of primary school pupils should know:

| TOPIC | PUPILS SHOULD KNOW |
|---------------------------------------|--|
| Families and people who care about me | <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 |
| Caring friendships | <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 |

| TOPIC | PUPILS SHOULD KNOW |
|--------------------------|---|
| Respectful relationships | <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 |
| Online relationships | <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 |
| Being safe | <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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Appendix 4: Exemplar scripts for dealing with sensitive issues

In all schools by law, the religious background of all pupils must be taken into account when planning teaching of Relationships Education – this will be by sharing all relevant information with parents and carers prior to teaching through information meetings; sharing policies, planning and resources on the school website; operating an open-door policy.

The following should be used to support teachings when such situations arise.

Example ‘script’ on puberty:

“As you start to grow up, your body starts to change (physical changes) and your feelings start to change (emotional changes). This is called puberty. Different people start puberty at different ages, and it can take some time for all these changes to happen. The age at which you start puberty is not important and has nothing to do with the kind of adult you will become. It is ok to have questions or worries about puberty and you can talk about anything that is on your mind with a teacher, parent or with other trusted grown-ups.”

Example ‘script’ on LGBT and religious backgrounds:

“The majority of people who follow the teachings of (religion) may choose to live in families consisting of a man, woman and children. Some religious people will see this as a preferred way of living. The law in this country allows and respects the right of people to live in families such as this. However, the law also gives people the right to live in other families. You may come across families where two men or two women have chosen to live together or marry and bring up children together. That family is also allowed under the law in this country and we respect the rights of people to live in different families.”

“If we meet children who live in different sorts of families to those we are familiar with, it is wrong to say bad things about them or to bully them. Like their parents and their families, they are entitled to the same respect as everyone else.”

(Department for Education, 2019)