



## Langley Park Primary School

### Relationships and Sex Education Policy

*This policy should be read in conjunction with all safeguarding children, equality, diversity, disability, racial and gender schemes and policies.*

*The school policy conforms to the requirements and guidance of the*

*DfE :Relationships and Sex Education 2019 and the Equality Act 2010*

*Langley Park Primary is a Unicef Rights Respecting School*



#### 1. Name of School: Langley Park Primary

**Date of Policy: April 2020**

#### 2. Consultation

##### **The Consultation Process will involve:**

- Review of RSE curriculum content with staff and pupils (Pupil Voice)
- Consultation with wider school community e.g. school nurse, SDP
- Consultation, agreement and implementation of policy by school governors
- Consultation with parents / carers

-Including the understanding that Relationships Education is statutory and pupils cannot be withdrawn from lessons. Pupils can be withdrawn from all or part of Sex Education, though in that instance, they will be invited to attend a meeting to discuss any issues first.

#### 3. What Is Relationship Education?

Relationships Education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

## 4. Principles and Values

In addition Langley Park Primary believes that RSE should:

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- be an entitlement for all pupils in our care.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of diversity.
- encourage pupils and staff to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- The Equality Act is taken into account so that the needs of all pupils are met:

'Schools should be alive to sexism, misogyny, homophobia and gender stereotypes and build a culture where these are not tolerated.' (DfE 2019)

'Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content.' (DfE 2019)

'Schools are free to determine how they do this .....we expect all pupils to have been taught LGBT content at a timely point.' (DfE 2019)

- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals

## 5. Aims

The aim of RSE at Langley Park Primary School is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self esteem to value themselves and others
- have the skills to develop and foster positive relationships
- understand the consequences of their actions and behave responsibly within personal relationships.
- control their emotions, be resilient and move on
- communicate effectively by developing the appropriate language for sex and relationship issues.
- have sufficient information and skills to protect themselves in a variety of situations.

- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.
- The idea of children understanding **consent** is extremely important.-

*Our aim at Langley Park Primary School is to **empower** children with an understanding that it is fine to say if they are uncomfortable. This includes all relationships, whatever sort, even if by that we mean we wish our friend wouldn't keep hugging us, or tickling us, or we'd rather not kiss our grandma goodnight. Our aim is that children feel they own their bodies and have the words and the confidence to say what they do and don't like. This gives them an element of **protection** for the future and all sorts of life situations they might find themselves in.*

## 6a Content of Relationship and Sex Education ( as part of PSHE)

The DfE have specified what pupils should know by the end of primary school see Appendix 1 and 2

### Overview of Relationships Education:

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

### Overview of Health and Mental Wellbeing Education:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

## 6b Organisation of Relationship and Sex Education

Teachers deliver sex and relationship education primarily through our personal, social and health education programme (**PSHE**) and Science lessons at foundation stage, KS1 and KS2. Content may also be delivered in the subject areas of Citizenship, Computing and discussion of Rights Respecting Articles (Unicef)

The sequence of learning is outlined on the **Curriculum Maps** for each year group.

We use a combination of resources and materials as appropriate: These may include: the Learn 4 Life and Lucinda and Godfrey schemes of work, DfE statement cards, Twinkl, Healthy eating materials, Internet safety materials and booklets provided by the school nurse.

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 them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.

In Science we follow the guidance material in the national scheme of work. 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 differences between people and how to show respect for 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 5 and Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority, in particular the school nurse, to provide advice and support to the children. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children

Class teachers generally deliver the PSHE curriculum with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the RSE topics as they are aware of each pupil's individual circumstances.

Any RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the ground rule established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time.

**Assessment** is carried out at appropriate times and involves teacher, pupil and peer assessment of knowledge and understanding, skills, and attitudes.

## **7. Inclusion**

### *Pupils with Special Needs*

We will ensure that all pupils receive sex and relationship education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary

### *Ethnic, Cultural and Religious Groups*

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher.

## **8. The role of parents**

The school is well aware that the primary role in children's sex and relationship education lies with parents/ carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's relationship and sex education policy and practice;
- answer any questions that parents may have about the sex and relationship education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for relationship and 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 relationship and sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

## **9. Confidentiality and Safeguarding**

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

Teachers will respond if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the head teacher. The head teacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

## **10. Monitoring and Review**

It is the responsibility of the Head teacher/ Leadership Team to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE ( including RSE) programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team.

The Governing body, in partnership with staff, oversee, review and organise the revision of the relationship and sex education policy and curriculum.

Mrs C Turner

Implementation Date: September 2020

Review: September 2021

