

# Lea Community Primary School



## Relational and Sex Education Policy



Date of last review: Summer 2021

Policy holder: PSHE Lead

## **Ethos**

At Lea Community Primary School we believe that all children should leave primary school as self-respecting individuals who know how to keep themselves and others safe in preparation for life in modern Britain. We believe our children should learn within a moral framework that promotes our school values and that will guide their future decisions.

Each child is a unique being, as such our school seeks to enable children to develop through an inclusive programme of teaching that is based on our school principles, which both respects the human body and seeks to ensure health and well-being.

Our RSE programme of study is informed by the PSHE Association and is taught within our PSHE curriculum as part of the health and wellbeing strand.

## **RSE Policy**

Lea Community Primary School alongside the parents and carers aim to:

- provide an environment for the development of a positive self-image
- enable children to understand the processes of growth and sexual development
- inform children in matters of personal hygiene and related health issues
- promote a positive attitude towards issues of love, sexuality and relationships
- encourage children to establish their own values system
- enable children to make informed choices and responsible decisions
- to prepare children for healthy relationships in an online world

We believe our school curriculum promotes pupils' self-esteem and emotional well-being and helps them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. It develops their ability to relate to others and work for the common good.

## **Statutory requirements**

Lea Community Primary School complies with the requirements of the Equality Act and the Public Sector equality duty in addition to complying with the updated statutory guidance on Relationships Education , Sex Education (RSE) and Health Education 2020.

### The headteacher

Is responsible for ensuring that RSE is taught in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from sex education.

### Teachers

Class teachers will lead and teach the RSE curriculum. All class teachers will have the opportunity to have training in areas where they feel less confident and be given access to appropriate training courses. Staff professional development needs will be determined on a regular basis and the appropriate training will be sought to meet these needs. All NQTs and ECTs in the team will be given additional support in this area.

## Child Protection and Safeguarding

As there may be sensitive issues raised in RSE lessons, there may be opportunities for pupils to make unexpected disclosures to staff. Staff should be familiar with the Safeguarding and Child Protection Policy and be aware of who is the Designated Senior Leader (DSL) for Safeguarding and Child Protection. If a disclosure is made or if staff need advice they should consult with the designated leader immediately. Sometimes teachers may ask pupils to place their questions in a question box so that he/she can prepare before answering as sensitive topics may be addressed during teaching of RSE.

## Support for Pupils

There may be times when individual pupils need additional help and support in this area. There will be provision made for this to meet individual needs. Pupils will be given information about school and external agencies that they may be able to access for specialist help and support, for example School Nurse, NSPCC and Barnardo's.

## Monitoring and Evaluation

The PSHE subject leader will evaluate the effectiveness of teaching and learning. This may include direct classroom observation of teaching and learning. This will also include monitoring and recording progress through assessment procedures.

## Parental Involvement

Parents are informed about RSE through the school newsletter, the school web site and class dojos and are frequently consulted about developments. Parents are consulted as part of the planning process.

## Withdrawal

The statutory requirements of the Science Curriculum include aspects of Sex Education which are statutory for all children.

- KS1: Life Processes Humans and other animals
- KS2: Life Processes Humans and other animals – growth and reproduction
- Living things in their environment
- Protection
- Humans and other animals

The parents and Governors are kept fully informed of all elements of our RSE programme and are always invited to view the scheme of work which is used with their children. Parents do not have the right to withdraw their child from any part of the sex education strand of RSE.

There will be regular consultations with parents and up to date information on the RSE programme of study will be available on our school website. In addition to this, there will also be relevant information on half termly overviews for each class throughout the year. Children can only be withdrawn from elements of our RSE programme that are outside of the Science and Sex Education curriculum. If any parents have any concerns and wish to discuss their reasons for withdrawal from the programme, discussions will be held with the headteacher and further advice will be given.

## Definitions

Relationships education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe.

Sex education is a programme of work that covers puberty, body changes, romantic relationships, sexual intercourse, conception and birth.

Health Education is a programme of work that covers puberty, physical health and fitness, healthy eating, mental well being , drugs, alcohol and tobacco.

The Science curriculum covers human reproduction, health and hygiene.

The PSHE curriculum covers relationships, online safety, health and fitness. We believe that parents are the prime educators and our aim is to facilitate discussions and information sharing in the home. For full information see Scheme of Work available on the school website.

## Use of visitors

Where it is felt that a visitor would enhance the sex and relationships education, then this would be incorporated into a specific Year groups planning. The visitor would be contacted and given a clear and precise remit based upon the objectives within the Scheme of Work. (eg; Midwife, School Nurse)

## Our Curriculum

### **(Key Stage 1)**

Relationships: Children will consider themselves as an individual, their interaction with peers and adults and will explore their feelings and emotions. They will extend their experiences to involve the wider community.

Safety: They will consider personal safety and how to deal with situations. They will begin to value their own and other's safety.

Family Life: They will explore different types of family and identify key members. They will look at life cycles of humans and discuss birth and marriage. They will identify, discuss and express emotions.

Growth and Development: They will recognize themselves as an individual, raise awareness of gender issues and explore stereotypes. They will understand their body, chart growth and discuss caring for their body. This includes naming of body parts.

### **(Key Stage 2)**

Relationships: Children will have opportunities to explore emotions and feelings, to explore their responsibility to themselves, examine risk taking and consequences. They will also discuss body changes, attitudes to the opposite sex and celebrate the uniqueness of individuals.

Safety: They will consider personal safety, places of safety and basic safety skills. They will identify dangerous people / situations and ways in which they can deal with this. They will develop a responsibility for themselves and others.

Family Life : They will identify key family members, know different types of family, appreciate each others situation. They will understand and use life cycles and know about rituals of birth, marriage and death. They will discuss co operation and the impact of their behaviour on others.

Growth and Development : Children will have opportunities to raise their awareness of gender issues, they will explore how it feels to be male/female. They will examine different rates of development, personal change, onset of puberty and sexual reproductions.

The Science Curriculum (statutory guidance) states that;

At Key Stage 1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- explore and compare the differences between things that are living, dead, and things that have never been alive notice that animals, including humans, have offspring which grow into adults
- notice that animals, including humans, have offspring which grow into adults

At Key Stage 2

- recognise that living things can be grouped in a variety of ways
- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age.
- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

This policy has been developed in consultation with staff, Governors, parents and pupils.

Reviewed and Updated: **May 2021**