

Relationships and Sex Education Policy (RSE)

Longlands Primary School.



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Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development.....	3
4. Definition	3
5. Delivery of RSE.....	3
6. Inclusion.....	5
7. Roles and responsibilities.....	5
8. Parents' right to withdraw.....	5
9. Training	6
10. Monitoring arrangements.....	7

This policy needs to be read in conjunction with the Safeguarding and Child Protection Policy and the Curriculum Progression documents for Science and PSHE.

1. 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 understand healthy respectful relationships, focussing on family and friendships
- 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
- Support children's wellbeing and sense of happiness

2. Statutory requirements

The Relationships Education, Relationships and Sex Education and Health (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education RSE compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum.

If primary schools do teach Sex Education, they must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Longlands Primary School we teach RSE as set out in this policy.

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

4. Definition

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.

5. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions in years 5& 6, delivered by a trained health professional or a member of school teaching staff. The focus of these session is about bodily changes that happen during puberty.

RSE Expectations by the End of Primary School

Families and people who care for me

- 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 to 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 and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- How to recognise if relationships with family members or other people who care for them are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

- 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, honesty, trustworthiness, loyalty, kindness, generosity, 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 managing these situations and how to seek help or advice from others if needed

Respectful relationships

- The importance of respecting others, even when they're 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 the wider world they can expect to be treated with respect by others, and that in turn they should show 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

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for other online (even when we're 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've never met
- How information and data is shared and used online

Being safe

- 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's 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/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't 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're heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice (e.g. family, school, other sources)

6. Inclusion

All children and young people, whatever their experience, background or identity are entitled to good quality RSE that helps them build a positive sense of self. Respect for themselves and each other is central to all teaching. The RSE programme and approach is inclusive of difference: gender identity, sexual orientation, ability, disability, ethnicity, culture, age, faith or belief or any other life experience. RSE lessons help pupils to explore discrimination, prejudice, bullying; aggressive behaviour and other unhealthy relationships. Teachers of RSE agree to work within the school's framework for RSE as described in this policy. Teacher's personal beliefs, values and attitudes will not affect their teaching of RSE.

Things to consider:

- Staff approach RSE sensitively, as pupils are all different, with different types of family.
- Staff encourage boys and girls to explore topics from different gender viewpoints and never assume that intimate relationships are between opposite sexes.

- RSE caters for all pupils and teachers and teaching materials are respectful of the rights of pupils with disabilities and how pupils choose to identify themselves.
- Links between RSE and the school's inclusion policy.

7. Roles and responsibilities

7.1 The governing board

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

7.2 The Head teacher

The Head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 7).

7.3 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 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.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw pupils from Relationship Education in primary school.

Parents will be able to withdraw their child from primary school classes which address sex education - i.e. those that do not sit within the Relationships Education curriculum.

9. Training

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

The Head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

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

This policy will be reviewed every 3 years. At every review, the policy will be approved by The Head teacher and the governors.

Head teacher

Chair of Governors