



LEAGRAVE PRIMARY SCHOOL

‘Striving for Excellence, Learning for Life’

Relationships Education Policy

Ratified by Governors

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This Policy must be reviewed annually.

STATUTORY

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations

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1. Aims

The aims of Relationships and Sex Education (RSE) at our school are to:

- Adopt a whole school approach to RSE
- Integrate the content within the curriculum, not isolating or over emphasising
- 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
- Encourage pupils to enjoy relationships based on mutual trust and respect, free from any abuse
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for the opportunities, responsibilities and experiences of life.

2. 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](#).

We are required to comply with relevant requirements of the Equality Act 2010 and we will not discriminate against any pupils.

At Leagrave 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 senior member of staff 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 were invited to meetings about the policy and the changes that had been made to the RSE curriculum.
4. 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, health, healthy lifestyles, diversity and personal identity.

RSE is not about the promotion of sexual activity.

5. Curriculum

We have adopted a Personal, Social, Health and Economic (PSHE) Association approved programme for RSE- the Christopher Winter Project which is endorsed by Luton Council.

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are informed and don't seek answers online.

In Year 6 a lesson is taught about the process of conception, pregnancy and how a baby is born. This is the focus of Primary Sex Education. Parents have the right to withdraw their children from this lesson.

For more information about our curriculum, see our curriculum overview in Appendix 1.

6. Delivery of RSE

RSE is taught within the Personal, Social, Health Education (PSHE) curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in PSHE and Religious Education (RE) lessons.

Pupils in Year 6 also receive a stand-alone Sex Education lesson delivered by class teachers or professional health workers such as school nurses. Pupils may be withdrawn from these lessons.

Pupils with special educational needs will NOT be withdrawn from Relationships or Health Education, but will be supported to access the curriculum at the level that is appropriate to their level of understanding. They will be helped to develop skills to reduce the risk of being abused and exploited and will be taught about behaviours that are acceptable and unacceptable. Work may be planned in different ways in order to meet the need of individual pupils.

We value and respect the learning that occurs in the home, family and community, believing that these alongside school links are essential dimensions of RSE.

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

Health Education focuses on teaching pupils about physical health and mental wellbeing so that pupils are given the information they need to make good decisions about their own health and wellbeing. It includes:

- 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

The sex education lesson in Year 6 focuses on the process of conception, how a baby is born and pregnancy.

For more information about our RSE curriculum, see Appendices 1, 2 and 3.

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. Children will discuss their families and how they all differ. We recognise that there are many types of family and that we are all different.

Delivery of the curriculum

➤ Teaching approaches

A variety of approaches are given to give pupils relevant information. Details of these can be found in Appendix 1.

➤ Pupil groupings

Pupils will generally be taught in mixed groupings, but when appropriate, single sex groups; which will be subject to the same information. (Single sex groups may be necessary for pupils from some cultures where it is only acceptable to speak about the body in single gender groups) Occasionally teachers may deem it necessary to work with a small group, or work planned for a different year group. This would be discussed with the RSE coordinator prior to the sessions.

➤ Assessment

Pupil's progress and learning in RSE will be regularly assessed against the appropriate learning outcomes, using a variety of methods. These may include self-assessment, peer assessment, dilemmas, quizzes and more formal tasks. Teachers will also make informal judgements on pupils' attitudes, skills and understanding on a daily basis through observations to inform their planning for future sessions.

➤ Resources

A range of resources are listed in the scheme of work that we follow. Many of these are available online for teachers to use. They can be looked at in detail with the RSE coordinator.

➤ Time available

PSHE is taught weekly to each class and these lessons may include some Relationship Education. Explicit objectives that are in the Christopher Winters curriculum and relate to Relationship Education, Health Education and Science are taught in three lessons over the course of a year.

➤ Staff Delivery and Training

It is important that staff feel comfortable and confident in delivering RSE lessons. If a teacher feels the need for extra training, this should be discussed with senior leaders in the school.

If adults, other than teachers, deliver areas of the RSE curriculum, it should be pre-planned and both the content and format must be agreed by the RSE coordinator or Headteacher. The additional adult support should support the teaching but should not take that place of a teacher within the class.

7. Roles and Responsibilities

7.1 The Governing Body

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

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory/non-science sex education components of RSE in Year 6 (see section 8).

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/non-science sex education 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.

Every class teacher will be responsible for the teaching of RSE. RSE will be managed by the Deputy Headteacher, Debbie Bastin.

Any safeguarding concerns that come to light through RSE lessons will be reported to the Designated Safeguarding Lead following the school's normal safeguarding procedures:

Staff are responsible for:

- Ensuring that pupils know that their teachers cannot offer confidentiality
- Reassuring pupils that their best interests are maintained at all times
- Encouraging pupils to talk to their parents or carers and giving them support to do so
- Making sure pupils are informed of sources of confidential help. For example, Child Line and the G.P.
- Using ground rules in each lesson

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 their children from Relationships Education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education taught in Year 6 within RSE.

Requests for withdrawal should be put in writing. Parents will receive a letter prior to this lesson being taught informing them that the lesson is about to take place and it will give them the option to withdraw their children from it if they wish to do so.

Alternative work will be given to pupils who are withdrawn from Sex Education.

9. Training

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

The Headteacher may 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

The delivery of RSE is monitored by Debbie Bastin.

The monitoring of coverage and quality of RSE teaching will be carried out through learning walks, lesson observations, and discussions with teachers and pupils.

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

This policy will be reviewed annually by Debbie Bastin, Deputy Head / DSL. At every review, the policy will be approved by the Governing Body.

11. Policy Implementation

This policy is freely available on the school Website and to all staff and parents/carers. Paper copies of the policy are available on request from the main office of the school.

The School Governing Body is responsible for the implementation, review and evaluation of this policy. It will be consulted during the review of this policy.

This policy was written by the LPS SLT in consultation with the staff of the Legrave Primary School

It will be evaluated by the above.

It will be reviewed in October 2024 or before, if procedures change.

It was agreed and adopted by the Governing Body of Legrave Primary School on 11th October 2023.

Appendix 1: Curriculum: We have adopted a Personal, Social, Health and Economic (PSHE) Association approved programme for RSE- the Christopher Winter Project which is endorsed by Luton Council.

Sex & Relationship Education - Legrave Curriculum Overview

Year	Theme	Content (Christopher Winter Project)	Further Resources	Related Content
R	Our Lives	<ol style="list-style-type: none"> 1. Our Day 2. Keeping Ourselves Clean 3. Families 		
1	Growing and caring for ourselves	<ol style="list-style-type: none"> 4. Keeping clean 5. Growing and changing 6. Families and care 		
2	Differences	<ol style="list-style-type: none"> 1. Differences: boys and girls 2. Differences: male and female 3. Naming the body parts 		
3	Valuing differences and keeping safe	<ol style="list-style-type: none"> 1. Differences: male and female 2. Personal space 3. Family differences 	BBC Active: Sex & Relationship Education	Managing feelings Respecting other people's feelings <u>Keeping safe:</u> Hugs and touches Internet safety Asking for help Resisting peer pressure.
4	Growing up	<ol style="list-style-type: none"> 1. Growing and changing 2. Body changes and reproduction 3. What is puberty 	BBC Active: Sex & Relationship Education	<u>Physical changes:</u> Body changes Periods Wet dreams Hygiene <u>Emotional Changes:</u> Feeling positive Different feelings for different people.
5	Puberty	<ol style="list-style-type: none"> 1. Talking about puberty 2. Male and female changes 3. Puberty and hygiene 		
6	Puberty, relationships, reproduction	<ol style="list-style-type: none"> 1. Puberty and reproduction 2. Relationships and reproduction 3. Conception and pregnancy 	BBC Active: Sex & Relationship Education	Sexual reproduction Birth Sexuality

Appendix 2: Relationships Education

By the end of primary school pupils should know:

<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.
<p>Respectful relationships</p>	<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.
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.
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.

Appendix 3: Physical Health and Mental Well-being

By the end of primary school pupils should know:

<p>Mental wellbeing</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
<p>Physical health and fitness</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

	<ul style="list-style-type: none"> • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services, if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 3: Letter that is written to parents/ carers prior to the lesson about conception and pregnancy being taught in Year 6. Pupils may be withdrawn from this lesson. (to be added as necessary)