



The Leys Primary & Nursery School

Learning Today ...Leading Tomorrow

Relationships and Sex Education Policy (from March 2023)

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1. Aims

The aim of relationships and sex education (RSE) at our school is to help pupils develop self-respect, confidence and empathy. Pupils will learn about what makes healthy relationships, focusing on family and friendships, in a way that is age appropriate and sensitive to their faith. This will include online relationships, and how to seek help if they feel unsafe. Teaching will respect the diversity of families in our community.

Relationships education is not about sexual relationships.

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. However, we believe that in Year 6, children have the right to be prepared to live a healthy, safe, fulfilled and balanced life and so we will be teaching aspects of sex education, such as; Conception and Reproduction.

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 The Leys 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 evident in Section 15..

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, personal hygiene, 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. Ethos

Following nationwide consultation, The Department for Education has made changes to Relationships and Sex Education (RSE) which came into effect from September 2020 and all schools are required to comply with the updated requirements.

In light of the guidance, we have reviewed our RSE curriculum and policy so we can be sure our provision is appropriate for our pupils based on their:

- Age and maturity levels, as well as their cultural and religious backgrounds
- Physical and emotional maturity
- The values of our school community
- Every pupil's learning needs

We have tailored this curriculum to meet the needs of our pupils, to ensure that all children can leave year six with the knowledge and understanding of how their body works, and how to make good choices in terms of their relationships with both friends and family.

6. Curriculum

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 fully informed and don't seek answers online.

Having considered various resources, we believe that using resources from a variety of different schemes is most beneficial to our children, and best reflects our school ethos and meets the needs of our children, context and wider school community.

We use cross-curricular links throughout the school year, and throughout the school to cover our curriculum in a broad and balanced way. Some examples of these include: Teaching aspects of the human body in PE lessons, as well as physical and mental wellbeing. Stone Age topic linked to origins of family life as a history topic in KS2. Science links with living things and their habitat and animals including humans and history links with World War Two and why people want to help others, sacrifices, responsibility and care for others.

We use 1Decision which has been Kitemarked by the PSHE Association as our scaffolding for the subject area, we adjust and amend as we see necessary. However we also use additional resources from Twinkl and Medway as required.

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

7. SEND

We ensure that RSE is fully inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND) by liaising with parents, and offering bespoke tailored education to those children who need it in the form of class support or 1:1 support. We will work in partnership with parents to make sure that what we teach is beneficial to the child and work closely with our SENCo to adapt resources and get advice.

8. 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.

Pupils also receive stand-alone sex education sessions which can be delivered in same-sex groups or as whole, this is subject to parent preference and the needs of the class/year group.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Friendships
- Bullying
- Body Language
- Touch

The 1decision resources are designed to initiate conversations about feelings and emotions in early years, using colourful animated storybooks.

In key stage 1, the programme introduces the concept of appropriate touch and teaches them the skills they need to keep themselves safe. In year 1 or 2 they will talk about the correct words to use for their external genitalia as naming body parts is covered as part of national curriculum science. As your child progresses through key stage one, the 1decision resources will cover the relationships element of the statutory guidance, using a range of videos, quizzes and interactive activities.

In key stage 2, your child will learn about puberty and conception. Every conversation will be age-appropriate, and the content will be tailored to the cohort of children in that current year group, which can change year on

year. To support the delivery of this topic 1decision have produced an age-appropriate video which explains the physical and emotional changes that children will experience at the onset, and during puberty.

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

9. Equality and Diversity

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, as well as families of different faiths and cultures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

10. Roles and responsibilities

10.1 The governing board

The governing board has delegated the approval of this policy to the School Improvement Committee.

10.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 11).

10.3 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

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.

10.4 Pupils

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

11. Parents' right to withdraw

Parents do not have the right to withdraw their child from relationships or health education which includes puberty.

Parents do have the right to withdraw their children from sex education.

Parents will receive correspondence outlining when Sex Education lessons will take place each academic year. If a parent wishes to withdraw their child from these lessons they will be advised to respond in writing or via email (see Appendix 3).

If a parent expresses a wish to withdraw their child from RSE lessons, they will be spoken to by the class teacher and given all of the resources available to allow them to see what is going to be taught.

If parents still wish to withdraw their child after reviewing the content then they will be expected to attend a meeting with the PSHE lead and/or Headteacher to discuss this further.

12. Dealing with difficult questions

Primary aged pupils will often ask their teachers or other adults questions pertaining to health, relationships and sex which go beyond what is set out in the curriculum. Children whose questions go unanswered may turn to inappropriate sources of information, including the internet and other children. Children will, therefore, need a graduated age-appropriate response.

However, the focus for teachers should be on the subject matter planned. Questions of this nature should not generally be answered in front of the whole class. Strategies include offering a 1:1 session outside of the lesson, referring to another more senior member of staff, offering a simple holding answer or mentioning the question to the parents at the end of the day.

Teachers should be aware that such questions may raise a safeguarding concern at which point the school's Safeguarding Policy will apply.

13. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. All staff who deliver RSE teaching have regular Safeguarding training to ensure the safety of both staff and children.

The headteacher 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.

14. Creating a safe learning environment

Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher. Pupils will also be able to raise questions anonymously by the use of a PSHE question box in the classroom. Staff will devise an agreed protocol which they will follow to deal with potentially sensitive issues or use to seek support. Questions will be answered honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class.

The RSE policy reflects and is in line with our equal opportunities policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

Where needed, RSE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups with a TA or learning mentor.

Teachers do not discuss details of their personal relationships with pupils. Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of RSE throughout the school and reflect our equality policy. When teaching about relationships and families we also include same sex relationships.

Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying. Developing the correct terminology will be a key part of teaching to make it clear that everybody uses common words and so avoid using prejudiced or offensive language.

Teaching about different families is part of RSE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married, parents who have non-monogamous relationships; lesbian, gay or bisexual parents; children living between two homes; in foster homes; in

residential homes and living with relations other than biological parents. We will emphasise the importance of strong and supportive relationships, including marriage (both heterosexual and gay) and civil partnerships, for family life and bringing up children. RSE lays the foundations for developing empathy and understanding between girls and boys, young men and young women.

Pupils should be encouraged to consider the importance of equality and respect within friendships and relationships, and to develop positive, non-violent behaviour. They should learn to recognise physical, sexual and emotional violence and how to get help if they need it. RSE must provide a clear message that violence and exploitation are always wrong, that everyone is responsible for their own behaviour and that no one is ever responsible for the violence or abuse they experience.

15. Policy production and review

Those involved in the development of this policy include:

The Headteacher	Remains responsible for the oversight of the curriculum and policies; dealing with issues concerning parental right to withdraw their child from the curriculum, when not able to be addressed by class teacher and PSHE lead.
Governing Body	Fulfilling the legal obligations on the part of the school, ensure pupils are making progress and the overall quality of the provision offered in the school.
Designated Safeguarding Lead	Checking policy for safeguarding compliance and dealing with safeguarding matters as and when they arise.
PSHE Coordinator / Lead teacher	The development of the curriculum, delivering training and resources to key members of staff, ensuring where teachers are informed of where children have withdrawn from some/all of the curriculum, monitor the teaching of the subject and work with partners including safeguarding lead, external partner groups and individuals.
Teaching and support staff	The delivery of lessons and key RSE messages, identifying and working with PSHE leads to address gaps in their knowledge, ensure that pupils withdrawn from the curriculum are educated elsewhere
Parents / carers / guardians	To work in partnership with the school including being aware of school policies, ensuring schools are aware of issues arising around the wellbeing of their child and supporting learning within the home environment.
Pupils (where appropriate).	Express the wishes of their peers and contribute ideas into the school curriculum (as part pupil voice and class discussions).

The policy will be reviewed by the Headteacher and PSHE lead annually in Summer term 2023.

This policy will then be reviewed by SLT.

At every review, the policy will be approved by the School Improvement Committee.

16. Monitoring arrangements

The delivery of RSE is monitored by the subject leader.

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

The subject will be monitored by the PSHE audit and reviewed yearly by the subject leader and termly reviews. This may be in terms of a book scrutiny, lesson observations, parental feedback, learning walk, pupil voice or an amalgamation of all of these.

Teachers have the opportunity to give feedback and reflect on the delivery of RSE through regular meetings, such as staff meetings, and by sharing information with the PSHE lead.

This information will then be shared with parents through discussions at parents meetings and parents evenings, as well as subject specific workshops.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS BASED ON THE 1DECISION CURRICULUM	
Year 1	Autumn Term	Keeping/Staying Safe <ul style="list-style-type: none"> Baseline assessment Road safety Hazard watch <ul style="list-style-type: none"> Baseline assessment Is it safe to eat/drink 	Relationships <ul style="list-style-type: none"> Baseline assessment Friendship Fire safety <ul style="list-style-type: none"> Baseline assessment Hoax calling
	Spring Term	Computer safety <ul style="list-style-type: none"> Baseline assessment Online bullying 	Our world <ul style="list-style-type: none"> Baseline assessment Growing in our world
	Summer Term	Keeping/staying healthy <ul style="list-style-type: none"> Baseline assessment Washing hands 	Feelings and emotions <ul style="list-style-type: none"> Baseline assessment Jealousy Being responsible <ul style="list-style-type: none"> Water spillage Baseline assessment
Year 2	Autumn Term	Hazard watch <ul style="list-style-type: none"> Is it safe to play with Keeping/Staying safe <ul style="list-style-type: none"> Tying shoelaces 	Relationships <ul style="list-style-type: none"> Bullying Body language Fire safety <ul style="list-style-type: none"> Petty arson Texting whilst driving
	Spring Term	Computer safety <ul style="list-style-type: none"> Image sharing Computer safety documentary 	Our world <ul style="list-style-type: none"> Living in our world Working in our world
	Summer Term	Keeping/staying healthy <ul style="list-style-type: none"> Healthy eating Brushing teeth 	Feelings and emotions <ul style="list-style-type: none"> Worry and anger Being responsible <ul style="list-style-type: none"> Practice makes perfect Helping someone in need
Year 3	Autumn Term	Keeping/staying safe <ul style="list-style-type: none"> Staying safe Leaning out of windows Summative assessment 	Relationships <ul style="list-style-type: none"> Touch Summative assessment

			Fire safety <ul style="list-style-type: none"> • Enya and Deedee visit the fire station • Summative assessment
	Spring Term	Computer safety <ul style="list-style-type: none"> • Making friends online • Summative assessment 	Our world <ul style="list-style-type: none"> • Looking after our world • Summative assessment
	Summer Term	Keeping/staying healthy <ul style="list-style-type: none"> • Medicine • Summative assessment 	Feelings and emotions <ul style="list-style-type: none"> • Grief • Summative assessment Being responsible <ul style="list-style-type: none"> • Stealing • Summative assessment
Year 4	Autumn Term	Keeping/staying safe <ul style="list-style-type: none"> • Baseline assessment • Cycle safety A world without judgement <ul style="list-style-type: none"> • Baseline assessment • Breaking down barriers 	Growing and changing <ul style="list-style-type: none"> • Baseline assessment • Appropriate touch
	Spring Term	Computer safety <ul style="list-style-type: none"> • Baseline assessment • Online bullying 	The working world <ul style="list-style-type: none"> • Baseline assessment • Chores at home
	Summer Term	Keeping/staying healthy <ul style="list-style-type: none"> • Baseline assessment • Healthy living First aid <ul style="list-style-type: none"> • Baseline assessment • First aid Year 4 	Feelings and emotions <ul style="list-style-type: none"> • Baseline assessment • Jealousy Being responsible <ul style="list-style-type: none"> • Baseline assessment • Coming home on time
Year 5	Autumn Term	Keeping/staying safe <ul style="list-style-type: none"> • Peer pressure • Children's views • Adult's views A world without judgement <ul style="list-style-type: none"> • Inclusion and acceptance • Children's views • Adult's views 	Growing and changing <ul style="list-style-type: none"> • Puberty • Children's views • Adult's views

	Spring Term	Computer safety <ul style="list-style-type: none"> • Image sharing • Children's views • Adult's views 	The working world <ul style="list-style-type: none"> • Enterprise • Children's views • Adult's views
	Summer Term	Keeping/staying healthy <ul style="list-style-type: none"> • Smoking • Children's views • Adult's views First aid	Feelings and emotions <ul style="list-style-type: none"> • Anger • Children's views • Adult's views Being responsible <ul style="list-style-type: none"> • Looking out for others • Children's views • Adult's views
Year 6	Autumn Term	Keeping/staying safe <ul style="list-style-type: none"> • Water safety • Summative assessment A world without judgement <ul style="list-style-type: none"> • British values • Summative assessment 	Growing and changing <ul style="list-style-type: none"> • Conception • Summative assessment
	Spring Term	Computer safety <ul style="list-style-type: none"> • Making friends online • Summative assessment 	The working world <ul style="list-style-type: none"> • In app purchase • Summative assessment
	Summer Term	Keeping/staying healthy <ul style="list-style-type: none"> • Alcohol • Summative assessment First aid <ul style="list-style-type: none"> • Summative assessment 	Feelings and emotions <ul style="list-style-type: none"> • Worry • Summative assessment Being responsible <ul style="list-style-type: none"> • Stealing • Summative assessment

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

Knowledge Organisers Year 1-3

<https://drive.google.com/drive/folders/1zYGIsFw3oCm6xQ3CB33vObO-Pkrq4A1V>

Knowledge Organisers Year 4-6

<https://drive.google.com/drive/folders/1PMfCT0ZVMlujzKKKPxPRkP76auNRPHWN>



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Appendix 3 : PARENT NOTIFICATION LETTER FOR SEXUAL HEALTH EDUCATION

Dear Parent or Guardian

Throughout the school year your child will receive Sexual Health Education as part of the RSE Policy. Depending on your child's age, topics may include:

- topic area to list here –with details
- topic area to list here –with details
- topic area to list here –with details

You are welcome to contact your child's class teacher or email the school. We can share the lessons and information that your child will be taught. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE but not Relationships Education, Health Education or those elements that are in the National Curriculum for Science. If you wish to have your child excused from participation, please inform the school in an email to the child's year group email, or in writing.

If you are thinking of withdrawing your child from the RSE curriculum please arrange a meeting with the PSHE lead or Headteacher who you can discuss your concerns with.

Yours Sincerely,

Class Teachers