



## Long Mountain CE Primary School and Pre School

### Relationships and Sex Education Policy

At Long Mountain CE Primary School and Pre School, each policy reflects the Christian ethos and values which are at our core. We are an inclusive Church of England school community where each child knows they are loved and valued for who they are and can grow to their full potential. Our school motto is *Love to Learn, Learn to Love* and each member of staff aims to fulfil this, with the full support of the governing body.

This policy was reviewed in:	Summer 2021
This policy was adopted by governors on:	June 2021
This policy is due for review in:	Autumn 2024
Signed by the headteacher:	<i>B Rowe</i>
Signed by the Chair of Governors:	<i>S Gerrard</i>

## **Introduction**

We have based our school's Relationship and Sex Education Policy on the statutory guidance from DfE for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

DfE guidance (2019) states:

'We have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.'

We refer to RSE (Relationship and Sex Education); we place the emphasis upon relationships, supporting pupils understanding and skill in developing positive and healthy relationships. Our definition is that this work is a lifelong learning process; it is about physical, moral and emotional development. It is about understanding stable and loving relationships, respect, love, care and the importance of marriage.

Nigel Genders, the Church of England's Chief Education Officer, response to DfE guidance comments:

'RSE should teach the diversity of healthy relationships, lifestyle choices and beliefs and schools must be given the flexibility to reflect their own ethos and values as well as that of their local context. This must include their context of belief, faith and religion. In Church schools RSE must be culturally and community sensitive as well as encompass the teachings of the Church...

In partnership with parents, schools have a vital role to play in the formation of our children. Taking that responsibility seriously means we are not prepared to leave their development to the distorted representations of sex and relationships that are just a few clicks away on their phones and computers, but will actively promote staying safe, developing healthy relationships, and protecting self-esteem and good mental health. That's what good RSE should aim for as it contributes to an education that develops dignity and respect.'

The DfE references in this document come from the DfE document 'Sex Education (RSE) and Health Education - Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'. (2019)

### **What is the purpose of RSE and how does it fit into the whole school vision?**

- RSE in our school is part of the personal, social and health education curriculum. This is integrated within the wider school curriculum and complements and overlaps with the general ethos and life of the school. In our school we strive to enable every

child to flourish academically, physically and spiritually. The provision of high quality RSE is a key part of our vision.

- We teach children about key ideas to do with relationships and sex education:
  - personal hygiene and related health issues,
  - encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour
  - educate against discrimination and prejudice
  - help prepare children to make informed choices about relationships.
- In planning and presenting our RSE programme we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils' self-esteem. If young people feel positive and good about themselves they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

#### **How do we support parents, carers and the wider school community in the delivery of RSE?**

- Our policy and practice is based upon national guidance and good practice, consistent with Shropshire Council recommendations.
- This policy is reviewed and updated in consultation with our school community, including parents, and approved by Governors.
- We hold information evenings to share the RSE curriculum with parents and carers.
- We promote positive relationships and tolerance through our whole school curriculum and particularly through the embedded focus on our Christian Values:

#### **How do we know what to teach and make sure it is of the highest quality?**

We are committed to ensuring our programme is age appropriate. We take advice and are updated on a regular basis by our Shropshire Public Health Curriculum Advisor on local contextual safeguarding issues, national trends and data.

We follow good practice recommendations and use additional resources from reliable and authoritative experts such as the PSHE Association, the Sex Education Forum, Public Health England and CEOP.

## **SECTION 1 RELATIONSHIPS EDUCATION**

### **RELATIONSHIPS EDUCATION (DfE 2019)**

The following paragraphs are taken from the DfE 2019 guidance:

‘54. The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

55. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

56. Respect for others should be taught in an age-appropriate way, in terms of understanding one’s own and others’ boundaries in play, in negotiations about space, toys, books, resources and so on.

57. From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

58. The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils’ lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

59. Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

60. A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

61. Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

62. Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.'

## **SECTION 2 SEX EDUCATION**

### **DEFINITION OF SEX EDUCATION (DfE 2019)**

The following paragraph is taken from the DfE 2019 guidance:

'66. The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.'

### SECTION 3

#### How is Relationship and Sex Education taught at Long Mountain CE Primary School?

Section to be added once PSHE Association licence to be purchased and introduced in Spring 2021- 2nd Half Term

#### RELATIONSHIPS

**Relationships Education** is taught throughout the curriculum and embodied within the vision and values of the school on a day-to-day basis. We also use specific schemes of work to explicitly sequence, plan and deliver focused Relationships Education lessons as set out below:

- PSHE Association Scheme
- RSE Shropshire Scheme
- Computing Progression - E-Safety Units
- Collective Worship
- Class Assemblies / Circle Time
- P.E progression – Teamwork, etc.

#### RELATIONSHIPS & SEX EDUCATION

**Sex Education** elements of RSE will be taught through the Shropshire RSE Scheme every year in the Summer Term as detailed below:

- RSE Shropshire Scheme – summary of content

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Setting Questions	Each year group is taught how to access help, support and advice.						
Choices and Challenges (Consent)	Personal space and touching.	KS1 Car wash Caring for pets People who care for us Story time Body outline		KS2 Create a character Conscience alley Overheard conversation			How to access help, support and advice.  Appropriate sources of information.
Changes	L1 Safe and Unsafe touch L2 Caring for pets L3 Families L4 Caring for Babies People who care for us - different families, same love. Caring for babies - introducing scientific vocabulary for body parts: penis, vagina, testicles.	L1 Amazing Me L2 Same but Different L3 Animals & their Babies Resources: Me as a baby Song: 'head, shoulders, knees, toes,' 'them bones' Same but different V1 Baby animals Book: Mummy never told me Boys and girls Living and non living things DVD: SENSE KS1 clips	L1 I can do L2 Being Safe Resources: Book: Boys& girls What can I do Growing up sequence Same but different V2 Animals M or F Body words DVD: SENSE KS1 clips	L1 Growing Up L2 Changes L3 Facts and Fiction Resources: When you grow up Sort the changes When you grow up trigger question Book: Your Mummy eat my football Lifestyle What do things come from Life support systems Human lifecycle DVD:SENSE KS1 & 2 clips	L1 Lifecycle L2 Keeping Safe Knowing Our Bodies L3 Periods Resources: Same but different V3 Ages and Stages - human lifecycle How do we change Lifestyle Inside our bodies Check out changes Periods what do you know?	L1 Puberty L2 Menstruation L3 Reproduction L4 Pregnancy & Birth Puberty Quiz Puberty myths & products Periods what do you know Menstruation cards X ray diagram How does a baby is made Reproduction parts of body Reproduction word search Nine months match Contraception & pregnancy Puberty and reproduction How a baby is born Baby actual size	Changes - Creating a character. Changes over time through to age 14. Puberty- emotional and physical changes. Knowing our bodies - internal and external reproductive organs. Body vocabulary - acceptable and unacceptable words.
Care and Commitment	Respecting others' likes and dislikes.	KS1 Hygiene		KS2 Friendship	Y4 & 5 L1 Healthy Choice Challenge L2 What and Who helps L3 Celebrating		Valuing ourselves - special me, special you. Special relationships.

#### SCIENCE CURRICULUM

The science curriculum contains many aspects of Sex Education within various units of work, including the following:

- KS1 – Plants, Humans, Living Things & their Habitats, Animals
- KS2 – Animals inc. Humans, Living Things & their Habitats, Micro-organisms

See the Science Progression Document and individual Knowledge Organisers for specific content of these units of work.

**SECTION 4**  
**RIGHT TO BE EXCUSED FROM SEX EDUCATION**  
**(COMMONLY REFERRED TO AS THE RIGHT TO WITHDRAW)**

**DFE 2019:**

The following paragraphs are taken from the DfE 2019 guidance:

‘45. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

46. Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers’ version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

49. Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

50. If a pupil is excused from sex education, it is the school’s responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.’

**PARENTAL COMMUNICATION**

A letter will be sent and a parents evening organised for all parents prior to the unit of work (containing elements of sex education) being taught before taking place each year. The school will provide information about the planned lessons and when they will take place. The school will provide detail about the areas covered in each lesson. There will be an opportunity for parents to see and explore the resources being used within lessons.

Parents will also be informed of their right to withdraw their child from sex education. As stated above, parents have no right to withdraw children from relationships education, science or health education. If a parent wishes to withdraw their child from the sex education lessons, they should inform the headteacher in writing before the lessons commence.



### **SECTION 3 CONCLUDING SECTIONS (RELATIONSHIPS AND SEX EDUCATION)**

#### **SAFEGUARDING**

Teachers are aware that effective RSE, which brings an understanding of what is, and what is not appropriate in a relationship, can lead to a disclosure of a child protection issues. Safeguarding procedures, as specified by Keeping Children Safe in Education are followed.

All referrals, whatever their origin are taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

#### **CONFIDENTIALITY**

All staff working in this area are aware of the school's Child Protection Policy and will work within it at all times. Teachers cannot offer or guarantee pupils unconditional confidentiality.

#### **THE SOCIAL, ETHNIC AND RELIGIOUS MIX OF THE SCHOOL**

We aim to fulfil the educational needs of the children who are represented in our local community. The children come from a varied cross section of our local community and represent different social, ethnic and religious values, beliefs and customs.

#### **SEND**

It is recognised that SEND pupils may require additional support with the RSE curriculum and can be at increased risk of exploitation. Individual support may be considered where appropriate. Parents and pupils will be involved and consulted.

#### **HOME/SCHOOL PARTNERSHIP**

We believe that parents have the primary role in delivering relationship and sex education. We aim to provide a programme as part of our home/school partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations, statutory and legal requirements related to equality and safeguarding.

It is hoped that the school curriculum and the ethos of the school complements and enhances home teaching and values, giving due regard to the value of family life, loving and stable relationships.

Children are exposed to information and messages from T.V, Internet, film, music videos, books and magazines. They are influenced by family, friends and significant adults. Part of

our role is to ensure that children are able to understand and interpret the information they receive.

#### **ROLES AND RESPONSIBILITIES**

This policy is the responsibility of the head teacher (Mrs Beth Rowe) who works closely with the PSHE & RSE subject leader (Miss Carnaffan).

#### **STAFF TRAINING AND DEVELOPMENT**

The subject leader will continue to receive external CPD through courses and where appropriate consultants visiting schools. All staff will receive training through 'in house' CPD in this area.

#### **CONSULTATION**

This policy underwent a process of consultation with parents and staff prior to final approval by the governing body **in TBC**.

#### **MONITORING AND EVALUATING THE POLICY**

This area will be monitored and reviewed over time. A key source of evidence will be the biennial parent survey, feedback from staff and informal feedback from children and parents. Any additional feedback from parents and children will be used in ongoing reviews of this area.

#### **EQUAL OPPORTUNITIES**

All children are entitled to an appropriate and meaningful RSE curriculum regardless of race, disability, sex, religion or belief, sexual orientation, or gender reassignment. Our RSE programme and delivery fosters gender and LGBT+ equality and challenges all forms of discrimination and bullying.