

Lyndon Green Junior School

Relationships and Sex Education Policy



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1. Introduction

At Lyndon Green Junior School, Relationships and Sex Education is part of our wider Personal, Social, Health and Economic (PSHE) education programme. PSHE is an important and necessary part of all pupils' education through which we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. We recognise the importance of developing the attributes that our pupils will need to thrive as individuals, as part of a family and as confident members of the wider community.

2. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Develop the personal skills needed by pupils for them to establish and maintain positive relationships
- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Enable children to make responsible and informed decisions
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

3. 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](#).

Schools must comply with [The Equality Act 2010](#). Under this Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy, marriage or civil partnership or sexual orientation.

At Lyndon Green Junior School we teach RSE as set out in this policy.

4. 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 pulled together all relevant information including relevant national and local guidance
2. Pupil consultation – pupils were asked how they felt about current RSE lessons and what it is that they want from this part of their education
3. Staff consultation – staff were asked to identify at which age group they felt the strands of the statutory guidance would be most appropriate and make recommendations for the policy
4. Parent/stakeholder consultation – parents were given the opportunity to share feedback and suggestions regarding the policy and curriculum resources
5. Ratification – once amendments were made, the policy was shared with governors and ratified

5. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, 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.

Also outlined in this policy are the statutory health education requirements in respect of the changing adolescent body and the statutory science curriculum objective regarding animal reproduction.

At this school, sex education does not extend beyond the requirements of the science curriculum, although this will be regularly reviewed with full knowledge of parents and carers.

6. Curriculum

Our curriculum (set out as per Appendix 1) will be reviewed and adapted as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner. School staff may contact parents to inform them of a question that their child has asked; if the parent requires further support in answering a question with the child we will offer guidance or resources where possible.

Relationships and Health Education is a compulsory part of primary education. Parents do not have the right to withdraw their child from these lessons.

Sex Education is not a compulsory part of primary education. Therefore, any content that a primary school chooses to include (beyond the statutory science requirements) would allow for parents to have a right to withdraw their child. At this current time, our school does not have content which goes beyond the statutory requirements so the right to withdraw is not applicable.

7. Delivery of RSE

At Lyndon Green Junior School, RSE is taught within the personal, social, health and economic (PSHE) education curriculum. It also compliments content covered in science, computing and P.E. and other aspects are included in Religious Education (R.E.).

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

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatization 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) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (if and when applicable).

The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and ensures that governors receive reports on the effectiveness of the policy

8.3 The curriculum leader

The PSHE curriculum leader will:

- Work closely with subject coordinators in Science, Computing R.E and P.E. to ensure Relationships Education, Sex Education and Health Education do not duplicate content

- Work with external organisations to enhance delivery of these subjects by introducing specialist knowledge and different ways of engaging with pupils
- Provide strategic leadership and direction
- Provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain
- Consult with the school community to evaluate curriculum effectiveness in promoting an awareness of and respect for a diversity of cultures, values, beliefs and abilities
- Ensure appropriate coverage of the curriculum
- Provide support and advice
- Monitor pupil progress in this area
- Ensure sufficient and up to date resources are in place
- Provide training for all staff on induction and when the need arises at other times
- Make effective use of relevant research and information to improve this policy
- Annually report to the Governing Body on the success and development of this policy

8.4 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 (when applicable)

Class teachers are responsible for teaching RSE at Lyndon Green Junior School.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will consider the views of all and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

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. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

8.5 Pupils

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

8.6 Parents

The school understands the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective, we:

- Inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of sex/puberty education
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships and health education.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Should content be changed so that non-statutory elements are added, parents/carers will be informed of this and their right to withdraw.

10. Confidentiality

Teachers conduct these lessons in a sensitive manner. However, if a child makes a reference to being involved, or that they are likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL). Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality must be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

11. Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

12. Equal Opportunities

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

13. Monitoring arrangements

The delivery of RSE is monitored by Helen Guest, Deputy Headteacher through, for example, planning scrutinies, learning walks, pupil consultations and lesson observations.

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

This policy will be reviewed annually by Helen Guest, Deputy Headteacher and the Governors.

Appendix 1: Curriculum map

Relationships and Sex Education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 3	Autumn	<p>Relationships</p> <p>Families and Friendships</p> <ul style="list-style-type: none"> To recognise and respect different types of families To understand the positive aspects of family and how we care for one another What should we do if family relationships make us feel unsafe? <p>Safe Relationships</p> <ul style="list-style-type: none"> What is appropriate to share with friends, family and others, including online To understand privacy and personal boundaries How to stay safe online That bullying and hurtful behaviour is unacceptable and how it can affect people What to do if they experience or see hurtful behaviour <p>Respecting Ourselves and Others</p> <ul style="list-style-type: none"> To recognise respectful behaviours and how to show these in different situations The importance of self-respect and their right to be treated respectfully How to treat others politely and with respect The importance of respecting different cultures and those in wider society
Year 3	Spring	<p>Living in the Wider World</p> <ul style="list-style-type: none"> To understand what discrimination means
Year 3	Summer	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> To understand how being treated badly for being different can make someone feel

Year 4	Autumn	<p>Relationships</p> <p>Families and Friendships</p> <ul style="list-style-type: none"> • To know the features of positive, healthy friendships and strategies to build friendships • How to seek support when we feel lonely or excluded • How to communicate respectfully and safely (including online) • What to do if we are worried about any contact online <p>Safe Relationships</p> <ul style="list-style-type: none"> • To differentiate between teasing, hurtful behaviour and bullying and how to respond if we see or experience these • When it is right to share a secret • Understanding personal boundaries • To know that people may behave differently online and what to do about worrying online behaviour <p>Respecting Ourselves and Others</p> <ul style="list-style-type: none"> • To recognise differences between people such a race, gender, faith etc. and to recognise what we all have in common • How to discuss difference sensitively and to know the importance of respecting differences and similarities
Year 4	Summer	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • To understand what being 'assertive' means <p>Growing and Changing (Health Education)</p> <ul style="list-style-type: none"> • To understand what periods are and why females get them (single-sex girls' session) • To know what self-esteem is and how to improve it (single-sex boys' session))

Year 5	Autumn	<p>Relationships</p> <p>Families and Friendships</p> <ul style="list-style-type: none"> • To know what makes a healthy friendship and how to include others • What challenged friendships can face and how to resolve them appropriately • That friendships can change over time • How to recognise if a friendship is making us feel unsafe or worried and what to do <p>Safe Relationships</p> <ul style="list-style-type: none"> • To identify when physical touch is acceptable or unacceptable in different situations • How to ask for, give and not give permission for physical contact • How to respond to unwanted physical contact • What to do if we are asked to keep a secret that makes us feel uncomfortable <p>Respecting Ourselves and Others</p> <ul style="list-style-type: none"> • To recognise that everyone should be treated equally • The importance of listening to others respectfully, including those whose traditions, beliefs and lifestyle are different to their own • What discrimination means and different types of discrimination • To identify online bullying and how to report it • The impact of discrimination on others
Year 5	Summer	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • To understand the importance of standing up to discrimination <p>Growing and Changing (Health Education)</p> <ul style="list-style-type: none"> • To understand the changes that happen to our bodies and emotions during puberty (boys and girls to be taught separately) • To know how to keep clean and healthy during puberty • Where to get more help and advice during puberty

Year 6	Autumn	<p>Relationships</p> <p>Families and Friendships</p> <ul style="list-style-type: none"> • What a relationship can look like • To accept difference • To know what marriage and civil partnership mean <p>Safe Relationships</p> <ul style="list-style-type: none"> • To identify when physical touch is acceptable or unacceptable in different situations • What does a healthy friendship look like? • What things might others pressure us to do and what should we do about it? • How can we keep online relationships safe? <p>Respecting Ourselves and Others</p> <ul style="list-style-type: none"> • To understand values and what we mean by a role model • To know that it is ok to disagree and have differing views • How to discuss ideas respectfully • How to manage conflict online
Year 6	Spring	<p>Living in the Wider World</p> <p>Belonging to a Community</p> <ul style="list-style-type: none"> • To challenge racism and prejudice • To understand what prejudice and discrimination mean • To know what is meant by a stereotype and the impact that they have on various groups
Year 6	Summer	<p>Growing and Changing (Health Education)</p> <ul style="list-style-type: none"> • To understand the changes that happen to our bodies and emotions during puberty (boys and girls to be taught separately) • To know how to keep clean and healthy during puberty

	<ul style="list-style-type: none"> • Where to get more help and advice during puberty • How do humans change during their lifetime? • What is the human life cycle? • How do animals reproduce (science curriculum objective)
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Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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
Caring friendships	<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
Respectful relationships	<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

	<ul style="list-style-type: none"> • 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	<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	<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