

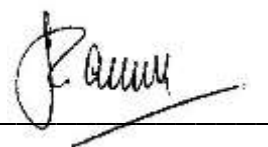
# Harrow Lodge Primary School



## RELATIONSHIPS AND SEX EDUCATION POLICY (RSE)

<b>REVIEWED:</b>	<b>Summer 2023</b>
<b>APPROVED (T&amp;S):</b>	<b>Autumn 2023</b>
<b>EFFECTIVE PERIOD:</b>	<b>Autumn 2023-Autumn 2025</b>
<b>DUE FOR REVIEW:</b>	<b>Spring 2024 (<i>New review date</i>)</b>
<b>RESPONSIBLE PERSON:</b>	<b>Ms N Bednarczuk</b>

**SIGNED BY CHAIR OF GOVERNORS** \_\_\_\_\_



## Introduction

***\*\*Please note that this policy focuses on the non-statutory teaching of Sex Education in primary schools. Aspects of relationships naturally coincide with Sex Education; however this policy does not discuss the 2020 statutory requirements for Relationships Education in primary schools. You can find this information in the PSHE policy alongside the 2020 statutory requirements for Health Education in primary schools\*\****

Relationships and Sex Education (RSE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health (*Department for Children, School and Families, Sex and Relationship Guidance, 2000*). The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds (*Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE, 2019*).

RSE has three main elements:

- Developing attitudes and values by learning about physical, moral and emotional development in order to help pupils to develop the skills that they need to live confident, healthy and independent lives.
- Developing personal and social skills and confidence in order to help children to talk, listen and think about their relationships and personal issues, and to empower pupils to make choices based on understanding.
- Knowledge and understanding of physical development at appropriate stages. Pupils will learn how babies are born, the names of parts of the body and are prepared for puberty by understanding how the body changes. Stereotypes, self-image, body image and self-esteem are also considered.

At Harrow Lodge, RSE is provided in such a manner as to encourage young people with regard to moral considerations and the value of family life.

This RSE policy follows and considers the most up-to-date legislation relating to RSE, contained within the *Education Act (1996)*, the *Learning and Skills Act (2000)*, the *Education and Inspections Act (2006)* and the *Equality Act (2010)*. It also follows the guidance related to *Relationships and Sex Education* outlined by the DfE in 2019 that now replaces the *Sex and Relationships Guidance (2000)*.

The *1996 Education Act* and the guidance related to *Relationships and Sex Education* outlined by the DfE in 2019 state that the RSE elements in the National Curriculum Science Order are mandatory for all primary school pupils (see Learning and Teaching below).

The *Learning and Skills Act 2000* further requires that:

- Young people learn about the nature of marriage and its importance for family life and bringing up children.
- Young people are protected from teaching and materials which are inappropriate, having regard to the age and the religious and cultural background of the pupils concerned.
- School governors have regard for the guidance.
- Parents have the right to withdraw their child from all or part of RSE provided outside National Curriculum Science.

The *2010 Equality Act* covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender.

The National Curriculum framework (DfE 2013a) section 2.5 states that:

- All schools should make provision for personal, social, health and economic education (P.S.H.E.), drawing on good practice.
- Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.

All primary schools should comply with the non-statutory guidance provided by the DfE in *2019* in relation to Sex Education. Although Sex Education is not compulsory in primary schools, a sex education programme is recommended in primary schools to help to prepare children for changes that come with growing up, and to prepare them for the content of RSE that is compulsory in secondary schools. The *2019* DfE non-statutory guidance for Sex Education in primary school states that:

- It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively (67).
- All primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils (67).

The *Education and Inspections Act 2006* (Section 38) states that state-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being. RSE plays a very important part in fulfilling the statutory duties all schools have to meet and equipping children with the skills to get help if needed.

## 2. **Aims and Objectives**

- To deliver the RSE programme within a culture of respect, empathy, confidence and honesty reflecting the values held by the school.
- To ensure that children have the opportunity to develop the knowledge, skills and attitude required to promote their own health.
- To work within the guidance of the DfE, and Ofsted.
- To use a whole-school approach and deliver consistent and appropriate messages to children about RSE.
- To promote the development and delivery of RSE that is appropriate to the age and needs of the children within the school.

- To enable children to improve their self-esteem and self-confidence, to develop assertiveness in appropriate situations, to use initiative, take responsibility and develop motivation to succeed.
- To ensure that staff receive the training and resources to deliver RSE effectively and confidently.
- To ensure that RSE education is delivered using a range of techniques and resources.

### **3. Parental Involvement**

Harrow Lodge is committed to a partnership with parents in all aspects of education, fostering positive attitudes, joint responsibility and support for parents. All parents/carers have access to this policy. The school recognises that parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The school wishes its RSE programme to be complementary and supportive to the role of parents and have regard to parents' views. Parents, pupils and staff have been consulted on the RSE provision and are invited to discuss the content of the programme every year. These discussions are instrumental in the development and reviewing of the policy.

Parents have the right to withdraw their child from any aspect of Sex Education with which they are not comfortable delivered outside the National Science Curriculum and *statutory Relationships and Health Education (see PSHE policy)*. If parents wish to withdraw their child from any RSE lessons, they need to write a letter to the Head Teacher to request this.

In Years 5 and 6, children have an RSE session with the school nurse. Prior to the session, parents are informed and consulted about this.

### **4. Assessment**

Teachers may report on progress to parents in the end of year reports (as part of PSHE and Science) or more frequently if necessary.

### **5. Planning**

Planning for RSE education is incorporated within PSHE and Science plans at Key Stages 1 and 2. Sometimes, when appropriate, nurses or other relevant agencies will be invited in to speak to the children.

### **6. Learning and Teaching**

Children in the Foundation Stage follow the Foundation Stage Curriculum and are working towards the Early Learning Goals in Personal and Social Development. RSE is encompassed within the teaching of several subjects, including PSHE and Science, at Key Stages 1 and 2.

The National Curriculum for Science states that pupils must learn:

Y1 - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Y2 - Notice that animals, including humans, have offspring which grow into adults

Y5 - Describe the life process of reproduction in some plants and animals.

Y5 - Describe the changes as humans develop to old age.

Y6 - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Harrow Lodge follows the Jigsaw scheme of work for PSHE in Key Stages 1 and 2 which delivers Sex Education through the 'Changing Me' Puzzle. The grid below shows specific Sex Education learning objectives for each year group in the 'Changing Me' Puzzle that is taught during the summer term. Aspects of relationships are naturally incorporated into every lesson.

<b>Year Group</b>	<b>Focus</b>	<b>Learning Objectives</b>
1	Boys' and Girls' Bodies	To identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina  To respect my body and understand which parts are private
2	Boys' and Girls' Bodies	To recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private.  To tell you what I like/don't like about being a boy/girl.
3	Babies   Outside Body Changes   Unique Me	To understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow  To express how I might feel if I had a new baby in my family  To identify how boys' and girls' bodies change on the outside during the growing up process  To recognise how I feel about these changes happening to me and know how to cope with those feelings  To understand that some of my personal characteristics have come from my birth parents  To appreciate that I am truly a unique human being



6	Puberty	<p>To explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</p> <p>To express how I feel about the changes that will happen to me during puberty</p>
	Conception to Birth	<p>To describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>To recognise how I feel when I reflect on the development and birth of a baby</p>
	Boyfriends and Girlfriends	<p>To understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a boyfriend/girlfriend</p> <p>To understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something that I don't want to</p>

### **7. Confidentiality**

During the course of lessons it may be that a child will disclose confidential information. If a member of staff receives information about their pupils which raises concerns about their health, welfare or development then they can consult with the Senior Designated Person for Safeguarding. Teachers cannot offer or guarantee pupils unconditional confidentiality.

### **8. Cross Curricular links including Information Communications Technology (ICT) and Spirituality**

RSE is encompassed within the teaching of Science and PSHE at Key Stages 1 and 2. ICT is used to support the teaching of RSE. Pupils consider and develop their self-knowledge, self-image, self-confidence and self-esteem in a positive manner that is age and developmentally appropriate.

### **9. Equal Opportunities**

RSE will be accessible to all children irrespective of their ethnic background, gender, disability or religious or linguistic background. Children with Special Educational Needs will have full access to the RSE curriculum.

### **10. Role of the coordinator**

The coordinator for PSHE is aware of the on-going development of RSE and keeps up to date by attending relevant courses. The coordinator oversees resourcing requirements for RSE and manages the budget as outlined in the PSHE policy. The coordinator offers support to members of staff, liaises with outside agencies at appropriate times and monitors the delivery and learning. All teachers deliver the RSE program to their own classes, with Years 5 and 6 teachers having support from the school nurse for lessons related to puberty.

### **11. Home Learning**

Homework is not set in this subject.

### **12. Monitoring and Evaluation**

The RSE program is monitored and evaluated by the PSHE coordinator and school leadership team on a yearly basis through book scrutinies, lesson observations and discussions and/or consultations with teachers, pupils and parents.

### **13. Policy Review**

This policy will be reviewed on the date entered on the front of the policy and approved by Governors at the next Governing Body meeting.