Relationship & Sex Education Policy

JULY 23

Langley School

Langley School Relationship and Sex Education Policy

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	Date this policy was reviewed and by whom	16.7.2023 Stephanie Parkes
	Date of next review and by whom	July 2024 PSHE Co-ordinator

Aims

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

- 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
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory Requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

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 must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Langley School, we teach RSE as set out in this policy.

Definition

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

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 or working group 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 and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Curriculum

Our RSE 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 our pupils' age, developmental stage, needs and feelings. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Primary sex education will focus on providing pupils with the skills, knowledge and attitude to:

- To respect themselves and others
- maintain healthy social relationships with others
- develop caring, loving and stable relationships and understand their importance
- understand and celebrate diversity through acceptance and tolerance
- stay safe online and offline
- understand how to avoid the dangers of exploitation and enable them to seek help if they feel they are at risk
- maintain a healthy body and mind
- correctly name and identify private body parts
- understand how bodies change and are prepared for puberty when it arises
- develop knowledge and understanding of sexual reproduction
- address inappropriate behaviours which occur both in public and private places
- develop the skills and understanding relating to personal hygiene

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

Delivery of RSE

Langley School teaches Sex and Relationship Education in a variety of situations including whole class, small group, single-sex and individual sessions. Teaching will usually be delivered by the pupils' class teacher/ teaching assistants. This means that we give children information about the way relationships develop and grow over time from childhood to adulthood, with an awareness for the moral code and values which underpin all work at our school. Langley school understands the importance of preparing pupils for adulthood, as set out in the SEND Code of Practice and ensures that RSE teaching is differentiated, personalised, and delivered in an accessible way.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

In Early Years and Key Stage 1, Sex and Relationship Education will focus on the development of independence skills and hygiene routines as well as developing positive relationships.

At Key stage 2, Sex and Relationship Education will focus on pupils' personal identity, gender, awareness of their bodies and physical changes to their bodies.

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

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
    - Safe and supported
    - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
    - A whole-class setting
    - Small groups or targeted sessions
    - 1-to-1 discussions
    - Digital formats
- Give careful consideration to the level of differentiation needed

Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils

- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

Use of external organisations and materials

We will make sure that any agency and any materials used are appropriate and in line with our legal duties

around political impartiality. The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage
    - Comply with:
        - This policy
        - The Teachers' Standards
        - The Equality Act 2010
        - The Human Rights Act 1998
        - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions

- Use materials produced by such agencies, even if the material itself is not extreme

Roles and Responsibilities

The governing board

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

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 (see section 9).

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

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.

Pupils

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

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 within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative school work will be given to pupils who are withdrawn from sex education.

Monitoring arrangements

The delivery of RSE is monitored by the PSHE Lead through:

- Learning Walks
- Work scrutinies

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

This policy will be reviewed by the PSHE Lead every 2 years. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum Map

Relationships and sex education curriculum map

KS1– Growing up with Ysasmine & Tom
1. Introducing Yasmine and Tom 2. Friendships and feelings 3. Different families 4. My brilliant body 5. Keeping clean and taking care of myself 6. Naming body parts 7. Keeping safe

LKS2– Growing up with Ysasmine & Tom
1. Introducing Yasmine and Tom 2. Gender stereotypes and aspirations 3. Me, myself and I 4. What makes a good friend? 5. Families and getting on with our families 6. My personal and private body parts and keeping safe 7. Body care 8. Is it risky? 9. People who can help us on and offline

UKS2 – Growing up with Ysasmine & Tom
1. Introducing Yasmine and Tom 2. On and offline friendships 3. Friendships and secrets 4. Friendships and pressure 5. Keeping safe – safe and unsafe touch 6. Keeping safe – online images 7. Changes at puberty 8. Periods (menstruation) 9. Wet dreams and masturbation 10. Making babies – sexual intercourse 11. Making babies – pregnancy and birth 12. Identity and prejudice 13. Equality and the law 14. Getting help

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

Topic	Pupils should know
Families and people who care about me	• 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	• 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	• 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 • 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	• 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	• 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: Parent form: withdrawal from sex education within RSE

FORM FOR PARENTS/CARERS TO WITHDRAW CHILDREN FROM THE SEX EDUCATION COMPONENTS OF THE RSE CURRICULUM

To be completed by the parent/ carer			
Name of child:		Class	
Name of parent/ carer:		Date:	

Reason(s) for withdrawing from Sex Education within Relationship and Sex Education:
Any other information you would like the school to consider:
Parent/ carer signature:

To be completed by the school: Agreed actions from discussion with parent/ carer