

# SCOTTON LINGERFIELD PRIMARY SCHOOL

Market Flat Lane, Lingerfield, Knaresborough. HG5 9JA



## Relationships and Sex Education Policy

<b>Headteacher:</b>	Debbie Calvert	<b>Date approved:</b>	Summer 2021
<b>Responsible Governor:</b>	Chair of Governors	<b>Date of review:</b>	Summer 2022

### **This Policy relates to other policies adopted in school:**

- Safeguarding / child protection and the procedures and guidelines from North Yorkshire Safeguarding Board ([www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk))
- Anti-bullying
- Inclusion
- Science
- Single Equalities Scheme
- Online Safety

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## Introduction

Relationships and Sex Education (RSE) involves learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should support pupils to gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitive relationships, staying safe both on and offline. It enables them to take responsibility for their body, relationships, reproduction, sexual health and well-being.

We teach RSE as part of our Science and PSHE curriculum and in the context of our school values which aim to give children the confidence, skills, understanding and compassion to become positive and responsible role models who can truly flourish in the diverse world that we live in. This SRE policy supports this by:

- Promoting safe, equal, caring and healthy relationships, both on and offline, based on respect for self and others.
- Promoting an understanding diversity in family structures, sexualities and gender identification: Lesbian, Gay, Bisexual and Transgender (LGBT) and developing the skills and confidence to challenge transphobic and homophobic, biphobic and transphobic language and bullying in everyday life.
- Giving children an understanding about sexuality, reproduction, emotions which allows them to take responsibility for and have respect for their bodies and wellbeing.
- Meeting the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities
- Giving children the understanding and skills to know when and how to seek appropriate help.

## 1. Aims

The aims of relationships and sex education (RSE) at Scotton Lingerfield Primary school are to:

- Provide a framework in which sensitive discussions can take place
- Explore and develop the social and personal skills needed to make informed choices
- 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

## 2. Statutory requirements

Policy is informed by Sex and Relationship Education Guidance DfEE 0116/200

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

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](#).

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](#).

At Scotton Lingerfield Primary School 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:

1. Review – a member of staff 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 given access to the policy and government guidance which informs the policy.
4. Ratification – once amendments were made, the policy was shared with governors and ratified

### 4. 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.

### 5. 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.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

### 6. Delivery of RSE

#### Curriculum

Class teachers teach SRE through different aspects of the curriculum. While we carry out the main sex education teaching in our PSHE curriculum, we also teach some SRE through other subject areas (for example Science) where we feel it contributes to a child's knowledge and understanding of his or her body, and how it is changing and developing. All schools must teach the following as part of the National Curriculum for Science. [Non-statutory guidance shown in brackets.]

#### Key Stage1 National Curriculum Science:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- [They should also be introduced to the process of reproduction and growth in animals.]
- [The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.]

### **Key Stage 2 National Curriculum Science:**

- Describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- [Pupils should find out about the different types of reproduction including sexual and asexual reproduction in plants, and sexual reproduction in animals.]
- [Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.]
- [Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.]
- [Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.]

At Scotton Lingerfield Primary School we teach age appropriate sex education in Year 5/6 that goes beyond the statutory requirements in the Science curriculum. We currently use the Busy Body resources which can be viewed here: [https://www.healthpromotion.ie/health/inner/busy\\_bodies](https://www.healthpromotion.ie/health/inner/busy_bodies)

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 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) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board are responsible for approving this policy and will hold the headteacher to account for its implementation.

### **7.2 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 (see section 8).

### **7.3 Staff.**

Staff are responsible for:

- › Delivering RSE in a sensitive way to their classes in line with the agreed curriculum
- › 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.

### **7.4 Pupils**

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

## **8. 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 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 work will be given to pupils who are withdrawn from sex education.

## **9. Training**

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.

The headteacher may invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by Debbie Calvert, PSHE & RSE lead through:

Class drop-ins, book scrutinies, planning scrutinies, discussions with children and teachers.

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

This policy will be reviewed by Debbie Calvert in May 2022 and biannually thereafter. At every review, the policy will be shared with the Governing body for approval.

## Appendix 1: Curriculum Map

Year A

	Rec	Year 1/2	Year 3/4	Year 5/6
Autumn 1	<p><i>PSED is embedded throughout the EYFS curriculum. Pupils are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably.</i></p>	<p><b>Relationships and Health Education – Boys and Girls, Families</b> Understand and respect the differences and similarities between people Everyone needs to be cared for Different types of family</p>	<p><b>Identity, society and equality: democracy</b> Learn about Britain as a democratic society How laws are made About the local council</p>	<p><b>Keeping safe and managing risk: making safer choices</b> Keeping safe online How to keep safe when communicating with other people online Violence within a relationship is not acceptable Problems that can occur when someone goes missing from home.</p>
Autumn 2		<p><b>Keeping Safe and managing risk – feeling Safe</b> Safety in familiar situations Personal safety People who will keep them safe outside the home</p>	<p><b>Keeping safe and managing risk: bullying – see it, say it, stop it</b> Recognise bullying, including online, and how it can make people feel Different types of bullying and how to respond to incidents of bullying What to do if they witness bullying</p>	<p><b>Physical health and wellbeing: In the media</b> Messages given on food adverts can be misleading Role models How the media can manipulate images and that these images may not reflect reality</p>
Spring 1		<p><b>Mental health and emotional wellbeing: Feelings</b> Different types of feelings Managing different feelings Change or loss and how this can feel</p>	<p><b>Mental Health and emotional wellbeing: strengths and challenges</b> Celebrating achievements and setting personal goals Dealing with put-downs Positive ways to deal with setbacks</p>	<p><b>Identity, society and equality: stereotypes, discrimination and prejudice</b> Stereotyping, including gender stereotyping Workshop from Diversity Role Models or Equaliteach Prejudice and discrimination and how this can make people feel</p>
Spring 2		<p><b>Careers, financial capability and economic wellbeing: my money</b> Where money comes from and making choices when spending money Saving money and how to keep it safe Different jobs people do <b>First aid week</b></p>	<p><b>Drug, alcohol and tobacco education: tobacco is a drug</b> Definition of a drug and that drugs, including medicines can be harmful to people Effects and risks of smoking tobacco and second-hand smoke Help available for people to remain smoke free or stop smoking</p>	<p><b>Drugs, alcohol and tobacco education: different influences</b> The risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis Different influences on drug use – alcohol, tobacco and nicotine products Strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol</p>
Summer 1		<p><b>Physical health and wellbeing: Fun times</b> Food associated with special times in different cultures Active playground games from around the world Sun safety</p>	<p><b>Physical health and wellbeing: What helps me choose</b> Making healthy choices about food and drink How branding can affect what foods people choose to buy Keeping active and some challenges of this</p>	<p><b>Relationships and health education: Healthy relationships</b> Physical changes that occur during puberty Menstruation and wet dreams Different attitudes and values around stereotyping and sexuality and consider their origins Human reproduction in the context of the human lifecycle How a baby is made and grows Roles and responsibilities of parents</p>
Summer 2		<p><b>Drugs, alcohol, tobacco education: Medicines and me</b> Why medicines are taken Where medicines come from Keeping safe around medicines</p>	<p><b>Careers, financial capability and economic wellbeing: saving, spending and budgeting</b> What influences peoples' choices about spending and saving money How people keep track of their money World of work <b>First aid week</b></p>	<p><b>Mental health and emotional wellbeing: dealing with feelings</b> A wide range of emotions and feelings and how these are experienced in the body Times of change and how this can make people feel Feelings associated with loss, grief or bereavement <b>First aid week</b></p>

Year B

	Rec	Year 1/2	Year 3/4	Year 5/6
Autumn 1	<p><i>PSED is embedded throughout the EYFS curriculum. Pupils are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably.</i></p>	<p><b>Identity, society and equality: Me and others</b>            What makes themselves and others special            Roles and responsibilities at home and school            Being co-operative with others</p>	<p><b>Keeping safe and managing risk: bullying – see it, say it, stop it</b>            Recognise bullying, including online, and how it can make people feel            Different types of bullying and how to respond to incidents of bullying            What to do if they witness bullying</p>	<p><b>Keeping safe and managing risk: out and about</b>            Feelings of being out and about in the local area with increasing independence            Recognising and responding to peer pressure            Consequences of anti-social behaviour (including gangs and gang related behaviour)</p>
Autumn 2		<p><b>Keeping safe and managing risk: indoors and outdoors</b>            Keeping safe in the home, including fire safety            Keeping safe outside            Road safety            Fire safety            Keeping safe online, including the benefits of going online – building upon the basics taught in every computing lesson</p>	<p><b>Keeping safe and managing risk: Playing safe</b>            How to be safe in their computer gaming habits            Keeping safe near roads, rail, water, building sites and around fireworks            What to do in an emergency</p>	<p><b>Mental health and emotional wellbeing: healthy minds</b>            What mental health is            What can affect mental health and some ways of dealing with this            Some everyday ways to look after mental health            Stigma and discrimination that can surround mental health</p>
Spring 1		<p><b>Relationships and Health education: Boys, Girls and families</b>            Biological differences between male and female animals and their role in the life cycle            Biological difference between male and female children            Growing from young to old</p>	<p><b>Physical Health and wellbeing: what is important to me?</b>            Why people may eat or avoid certain foods (religious, moral, cultural or health reasons)            Other factors that contribute to people's food choices (ethical farming, fair trade and seasonality)            Importance of getting enough sleep</p>	<p><b>Drug, alcohol and tobacco education: weighing up risk</b>            Risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs            Assessing the level of risk in different situations involving drug use            Ways to manage risk in situations involving drug use.</p>
Spring 2		<p><b>Physical health and wellbeing: What keeps me healthy</b>            Eating healthy            The importance of physical activity, sleep and rest            How germs are germs, how we can prevent germs spreading and people who help us stay healthy and well</p>	<p><b>Identity, society and equality: celebrating difference</b>            Valuing similarities and difference between themselves and others            What is meant by community            Belonging to groups</p>	<p><b>Identity, society and equality: Human rights</b>            People who have moved to the UK from other places, including the experience of refugees            Human rights and the UN convention on the Rights of a Child            homelessness</p>
Summer 1		<p><b>Mental Health and emotional wellbeing: Friendship</b>            Importance of special people in their lives            Making friends and who can help with friendships on and offline            Solving problems that might arise with friendships on and offline</p>	<p><b>Drug, alcohol and tobacco education: making choices</b>            There are drugs (other than medicines) that are common in everyday life, and why people choose to use them            The effects of drinking alcohol            Different patterns of behaviour that are related to drug use.</p>	<p><b>Relationships and health education: Healthy relationships</b>            Physical changes that occur during puberty            Menstruation and wet dreams            Different attitudes and values around stereotyping and sexuality and consider their origins            Human reproduction in the context of the human lifecycle            How a baby is made and grows            Roles and responsibilities of parents</p>
Summer 2		<p><b>Drug, alcohol and tobacco education: What do we put on our bodies?</b>            What can go into bodies and how it makes people feel            What can go on to bodies and how it can make people feel  <b>First aid week</b></p>	<p><b>Relationships and growing up</b>            The way we grow and change through the human lifecycle            Impact of puberty on physical hygiene and strategies for managing this            How puberty affects emotions and behaviour and strategies for dealing with this.  <b>First aid week</b></p>	<p><b>Careers, financial capability and economic wellbeing: borrowing and earning money</b>            Money can be borrowed but there are risks associated with this            Enterprise            What influences people's decisions about careers  <b>First aid week</b></p>

## 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"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Staff signature	