

SCOTTON LINGERFIELD PRIMARY SCHOOL

Market Flat Lane, Lingerfield, Knaresborough. HG5 9JA



Relationships and Sex Education Policy

UNDER CONSULTATION

Headteacher:	Debbie Calvert	Date reviewed:	April 2024
Responsible Governor:	Chair of Governors	Approved by:	FGB
Date for review	April 2025		

Introduction

Our PSHE and RSE curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing children for the opportunities, responsibilities and experiences of later life. PSHE contributes to all aspects of the vision for our school and underpins our approach to promoting the British Values of democracy, the rule of the law, mutual respect, individual liberty and tolerance of those with other faiths and beliefs.

We recognise all relationships that are founded in mutual love and consensual love as being equal and valid in all respects. We believe in promoting a culture within school where breadth of relationships, sexualities and genders are regarded as being integral to our school, community and society.

This policy was produced following guidance from the Department for Education (Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019). The policy was created in consultation with staff, pupils, parents and Governors in Early 2021 – twelve parents responded to the consultation and all were supportive of the school policy. A further consultation with parents in 2023 received no responses.

The policy will be reviewed annually to ensure that it reflects the attitudes and belief of the school population and remains up to date with current guidance and remains relevant for our pupils.

The RSE policy links to the school Child Protection policy, Behaviour and Anti-bullying policies and the SEND policy.

1. Aims

At Scotton Lingerfield Primary School, we want our children to grow into safe, responsible and respectful individuals who can be successful in the modern world.

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

We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education. Through our scheme, we ensure that we are meeting the requirements of the Keeping Children Safe in Education guidance and the Equality Act 2010.

3. Defining relationships education

The Department for Education defines relationships education as, teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.

We believe relationships education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to explore personal identity. It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.

Relationships education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is special and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch them in a way they don't like but also the difference between public and private behaviours.

It is important for children to know the names and functions of their body parts and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private body parts, children are proven to be safer from abuse.

In addition, we believe that relationships education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

4. Defining sex education at primary school

Although the Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made relationships education compulsory in all primary schools, sex education is currently not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.

We, like many other schools already choose to teach some aspects of sex education and will continue to do so. Our sex education lessons, which are supplementary to the statutory learning outcomes set out in the Key Stage 2 Science curriculum, are solely for children in Year 5&6 and are delivered through the BBC Operation Ouch and HSE Busy Bodies materials. These sessions answer the question: How are babies made? In an age-appropriate way, they explain sexual intercourse, how conception occurs including IVF, pregnancy and birth. Parents are always invited to view these materials prior to the lessons starting.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In an age where children in primary school have access to the internet through mobile technology, we believe it is better that children receive age-appropriate answers from us than it being left to their peers or the internet.

We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Starting learning in primary school is the best way of preventing the topic of sex, reproduction and private body parts becoming taboo and children becoming embarrassed by the topic.

We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

5. Subject content

We meet the learning objectives as set out in the Relationships Education, Relationship and Sex and Health Education (England) Regulations 2019 for primary schools with a whole school approach, following the You, Me PSHE scheme.

Relationship, sex and health education is delivered by classroom teachers. The local authority delivers ongoing support and training to ensure that RSE leaders are confident and competent in supporting class teachers to deliver lessons appropriately and safely. This includes training around safeguarding and answering children's questions age appropriately.

We believe it is important that lessons are delivered by classroom teachers as it highlights to the children that relationship and sex education is something we can all talk about. Our classroom teachers know our children. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their form vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class.

We believe that by tackling children's questions around sex as part of a wider programme focused on relationships, family, self-awareness, emotional literacy, consent and personal boundaries, children will feel better able to engage in discussion and ask questions without embarrassment. Equally, tackling sex and reproduction in this way helps to promote positive messages and values around sex as well as children's relationship with their own bodies without shame or guilt and pupils will develop respect for other people.

We do not separate our classes into girls and boys for any of the sessions, including lessons around puberty. We believe it is important for both girls and boys to learn about each other's bodies, changes and experiences. By keeping children together in mixed groups, children will learn to talk openly without embarrassment in front of each other and we can foster better understanding, break down gender stereotypes and build positive relationships and respect for each other, regardless of gender. This ensures that any non-binary or transgender children are included without feeling vulnerable.

There are regular opportunities to learn about E-safety and healthy relationships online. This is because the framework integrates online behaviours as it explores relationships, secrets, personal boundaries, rights & responsibilities etc. It does not tackle online and offline as two separate entities. For children, growing up in a digital world there is an ever-increasing blurring of the lines between the two.

6. Pupils with SEND

We recognise the importance of RSHE lessons being accessible to all pupils. This is particularly important for pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalized is the starting point to ensure learning is accessible for all.

Core knowledge will be broken down into small, manageable chunks and communicated clearly to pupils in a carefully sequenced way.

7. Answering children's questions

We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.

We believe children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or older children with a smart phone. In the age where children in primary education have access to tablets, smart phones and the internet

(often unsupervised), it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.

We believe that if children ask a question, they deserve an answer. If ignored they merely build unnecessary barriers, making children think they have done something wrong; they are unlikely to ask again, and are instead left to seek their answers from less reliable sources, due to shame. However uncomfortable the question may be, the thought is already in their head. It is much better that we, as safe adults, take responsibility and tackle the question safely and age appropriately

Dealing with children's questions age appropriately will be done as follows:

- Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
- If a question is relevant to the whole class, we will answer it to the whole group. However, as with any other subject, there may occasionally, be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.
- If the member of staff doesn't have an answer or doesn't know, they will say so. There is no shame in not knowing the answer, but the member of staff should make an effort to help the child to find the answer later.
- If a child asks a question, we know parents may be uncomfortable with, staff may choose to delay answering the question until they have spoken to the parent/carer if possible and talk through their response.
- Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs.
- Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable.

8. Parents and parental rights to withdraw

We believe that successful teaching around RSE can only take place when parents and school work together. Especially, considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents.

We endeavour to be transparent and give parents information about all the programmes and lessons we deliver around RSE as we recognise it can be a sensitive subject for some families for a number of reasons.

We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values. Long term plans showing which content is to be covered when, are available on the school website for parents to access. Parents should talk to classroom teachers for more information about the lessons to be taught.

We recognise under the guidance for Relationships Education, Relationship and Sex and Health Education (England) Regulations 2019, parents retain the right to request their child is removed from some or all elements of sex education which go beyond the national

curriculum for science. Maintained schools are required to teach about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the national curriculum. Any parents who wish to discuss this should ask to speak to Miss Calvert (head teacher).

Should a parent decide that they do not wish for their Y6 child to take part in any of the supplementary sex education lessons, we would ask that they first speak to the classroom teacher to discuss their concerns. We will happily show parents all of the teaching materials and context of any of our lessons and explain the reasons why any material is included. We will also highlight that whilst parents have the right to withdraw their child from these lessons, other children are likely to be in these lessons and may share what they have learnt. We believe it is better for children to hear from safe adults than to hear second hand from their classmates at break-time.

If parents do decide to withdraw their child, they should inform the head teacher, using the form, who will find other provision for the child to engage in during the lesson. Currently, head teachers must comply with requests to withdraw from any non-statutory lessons in the RSE programme.

9. Policy on Menstruation

We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period. Especially children whose family may not be able to afford or will not provide sanitary products.

We recognise that period poverty exists in the UK and that some children are forced to avoid attending school if they are on their period, when they are unable to manage it sensitively. We do not want that to be the case in our school and will make every reasonable effort to support children to access their education and enjoy school. Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school. For this reason, we deliver puberty lessons to all children in years 5 & 6.

As part of these lessons all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically, and sensitively.

Menstruation is a healthy biological function. It should not be something that a person is made to feel embarrassed, shameful or be teased about. As a school we need to treat each other with respect and empathy and this includes changes that take place during puberty such as menstruation.

During lessons where puberty and menstruation are discussed, we will take the opportunity to highlight the location of sanitary bins available in school, and how these are to be used. In school we always have menstruation essentials available, such as sanitary products, spare underwear and plastic bags to wrap up underwear should there have been any

accidents. Children will be made aware of where these are kept and how they can be accessed through designated members of staff, including lunchtime supervisors. When school trips or residential visits are arranged (especially for years 5 & 6), provisions to deal with a child's period needs to be considered and added to the risk assessment and planned for.

10. Safeguarding children

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable, how they can keep themselves safe, how to share a concern and complain.

All pupils are informed that we have a Designated Safeguarding Lead with responsibility for child protection and who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. (Please refer to our Child Protection policy for further details.)

When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

It is our practice to review safeguarding procedures in staff meetings. Furthermore, if relevant, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work, whilst it may be sensitive, there may be needs to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.

11. Assessment and evaluation

It is important that the children's learning is assessed because assessment increases "motivation and improves learning; it provides feedback about pupils' progress and achievements, and how their learning might be improved; it helps pupils to reflect on and identify what they have learned and what they need to do to continue their learning; it allows the leadership team, governors and school inspectors to see the impact the provision is having for pupils and whole school outcomes" (PSHE association 2016).

Assessment in RSE needs to establish: What children already know and understand? What they have misunderstood? What gaps they have in their knowledge and what preconceptions/prejudices may have to be challenged.

Teachers will make regular assessment of pupils' progress against the intended learning outcomes to ensure that learners are making expected progress and to inform planning for subsequent lessons and units of work. The children are continually assessed against the intended learning outcomes. The You, Me, PSHE curriculum is structured in such a way that each concept is revisited at least on an annual basis, in an age-appropriate way (a spiral approach) which allows for all children's needs to be addressed effectively based on previous assessment information.

After units of work have been completed, pupils complete recalls at 3 and 8 weeks to check that they have retained the essential knowledge from their learning.

Class teachers update assessment heat maps to help other teachers plan effectively for future learning.

12. Stakeholder responsibilities

The Governing Body is responsible for ensuring that the school had an up to date RSE policy which is consulted on with parents, regularly reviewed and implemented effectively. The Governing Body is responsible for ensuring that the school is meeting the requirements of the Equalities Act (2010).

The head teacher is responsible for the day-to-day management of all aspects of the school's work, including teaching and learning. This will include ensuring that RSE is taught consistently across the school and managing any requests to withdraw pupils from non-statutory components of RSE.

Teachers are responsible for delivering the PSHE/RSE curriculum, responding to the needs of pupils and monitoring progress.

Pupils are expected to engage in the PSHE/RSE curriculum, treating others with respect and sensitivity at all times.

Parents are encouraged to engage in consultations and work supportively with schools to ensure that their children have the knowledge and understanding to grow into responsible, safe and respectful adults.

Appendix 1: Curriculum Map

Year A						
	Whole school events	Visits and visitors	Reception	Year 1/2	Year 3/4	Year 5/6
<u>Aut 1</u>	Rules Consent/stranger danger	Police school liaison officer	<p>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.</p>	Relationships and health education Boys and girls, families	Identity, society and equality Democracy	Keeping safe and managing risk Making safer choices
<u>Aut 2</u>	Anti-bullying Fire safety Road safety	Fire service Local speed watch group Lauren Doherty and local police		Keeping safe and managing risk Feeling safe	Keeping safe and managing risk Bullying - see it, say it, stop it	Physical health and wellbeing In the media
<u>Spr 1</u>	Railway safety Safer internet day 8 th Feb	Police school liaison officer		Mental health and emotional wellbeing Feelings	Physical health and wellbeing What helps me choose?	Identity, society and equality Stereotypes, discrimination and prejudice
<u>Spr 2</u>	Bugs and hygiene Safety around dogs	Dogs trust		Physical health and wellbeing Fun Times	Drug, alcohol and tobacco education Tobacco is a drug	Drug, alcohol and tobacco education Different influences
<u>Sum 1</u>	Sun safety Water safety	Lifeguards on beach trip		Careers, financial capability and economic wellbeing My money	Mental health and emotional wellbeing Strengths and challenges	Relationships and health education Healthy relationships
<u>Sum 2</u>	Farm safety First aid	Paco First aid - delivers lessons to children from Reception to Year 6		Drug, alcohol and tobacco education Medicines and me	Careers, financial capability and economic wellbeing Saving, spending and budgeting	Mental health and emotional wellbeing Dealing with feelings

Year B						
	Whole school days	Visits and visitors	Reception	Year 1/2	Year 3/4	Year 5/6
<u>Aut 1</u>	Rules Consent/Stanger danger	Police school liaison officer	<p>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.</p>	Identity, society and equality Me and others	Keeping safe and managing risk Bullying - see it, say it, stop it	Keeping safe and managing risk Keeping safe - out and about
<u>Aut 2</u>	Anti-bullying Fire safety Road safety	Fire service Local speed watch group Lauren Doherty and local police		Keeping safe and managing risk Indoors and outdoors	Keeping safe and managing risk Playing safe	Mental health and emotional wellbeing Healthy minds
<u>Spr 1</u>	Railway safety Safer internet day	Police school liaison officer		Relationships and health education Boys and girls, families	Drug, alcohol and tobacco education Making choices	Drug, alcohol and tobacco education Weighing up risk
<u>Spr 2</u>	Bugs and Hygiene Safety around dogs	Dogs trust		Physical health and wellbeing What keeps me healthy?	Identity, society and equality Celebrating difference	Identity, society and equality Human rights
<u>Sum 1</u>	Sun safety Water safety	Lifeguards on beach trip		Mental health and emotional wellbeing - Friendship	Physical health and wellbeing What is important to me?	Relationships and health education Healthy relationships
<u>Sum 2</u>	Farm safety First aid	Paco First aid - delivers lessons to children from Reception to Year 6		Drug, alcohol and tobacco education What do we put into and on to bodies?	Relationships and health education Growing up and changing	Careers, financial capability and economic wellbeing Borrowing and earning money

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 • 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

TOPIC	PUPILS SHOULD KNOW
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

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	