

# Laburnum Primary School

## Relationships and Sex Education Policy



**Updated by:** PSHE Lead

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### 1. The Laburnum School Mission

This policy is set within the context of our school mission: **CARE: Challenge, Achieve, Respect, Effort**

At Laburnum, we challenge all learners to work hard and achieve as individuals across a broad and engaging curriculum, where learning is at the heart of all we do. Our children are nurtured to show respect for themselves, others and the wider community by developing positive relationships built on our school values.

### 2. 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

Values Based Education underpins the school's moral and social standards within the school and society. RSE teaching links to the school's ethos of developing children's understanding of safe, respectful and caring relationships.

RSE builds fundamental blocks of positive relationships, including the boundaries and privacy of their bodies, concerns and how to seek advice in respect of this.

### 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](#).

We are not required to provide sex education, however we do need to teach pupils about the human life cycle and the human body, including changes at puberty contained in the statutory national curriculum for Science.

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 Laburnum Primary 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:

- Review – the PSHE lead pulled together all relevant information including relevant national and local guidance.
- The leadership team, including the Head Teacher and the deputy head teacher were consulted on the policy.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- The governing body and the head teacher were consulted once the policy had been drafted and relevant information and changes had been approved.
- Parent/stakeholder consultation – parents and any interested parties were invited to review and comment on the policy.
- Pupil consultation – we investigated what exactly pupils wanted from their RSE
- 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, 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.
- RSE is taught from Nursery to Year 6 in units of manageable size.
- RSE in Nursery/Reception will begin teaching the children the correct names of the body parts, life cycles, special people in their lives and keeping safe.
- RSE in Years 1 and 2 will teach the correct names of body parts, life cycles, relationships and keeping safe.
- RSE is about teaching puberty in Years 3 and 4 in line with National Curriculum Science and the SCARF Coram programme of learning.
- RSE in Years 5 and 6 will include the teaching of Sex Education in addition to the Science Curriculum.

#### **6. 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 and develops into childhood, adolescence and adulthood.

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

#### **7. Delivery of RSE**

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).

Pupils also receive stand-alone sex education sessions delivered by educational trained teachers. Years 5 and 6 (Upper key stage 2) will receive the biological aspects of the curriculum linked to national curriculum science.

These lessons will take into account the needs of all pupils, including those children with special education needs. Careful explanations and language will be used support the learning and understanding for all children.

Opportunities for discussion and questions are part of the learning process. The learning will be in small steps so any misconceptions can be addressed immediately.

The Upper Key Stage 2 sex education sessions will take place over specific days with adequate breaks given for the children to consolidate the learning and with the least amount of minimum disturbance as possible. Some areas may be taught in gender groups to allow the children to feel more comfortable to ask questions, however the curriculum content will be the same. The children need to feel as comfortable as possible, e.g. girls may want to discuss the menstrual cycle more specifically. There is flexibility in the teaching and learning process for class year groups to come together for questions and discussion at a later stage.

Parents and carers are consulted and can withdraw their child from the Sex Education lessons having discussed this with the Head Teacher and submitted a written reason for the withdrawal. The parents/carers will be informed as to where their child will be placed in the school while the lessons are in progress. There is no option for the child to be absent from school or to be withdrawn from the other Relationships Education lessons as part of PSHE or Science.

If the teacher feels it is appropriate to discuss issues, concerns and questions raised by a child they will notify the parent/carers by phone, e-mail or Class Dojo (depending on the sensitivity of it). Issues and concerns will be logged in accordance and following the school's safeguarding and relationships policy. The Head Teacher and Deputy Head Teacher will immediately be made aware of any issues.

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

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).

## **8. Roles and responsibilities**

### **8.1 The governing board**

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

### **8.2 The Head Teacher**

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

### **8.3 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/non-science 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 Head Teacher.

The staff teaching the sex education elements of RSE in Laburnum Primary School are:

- The Head Teacher,
- The Year 5 and 6 Class Teachers,

#### **8.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Pupils need to know they have a safe space should they wish to discuss any issues of behaviour that have caused them upset and discomfort.

Discussions either in circle time or small groups (with class expectations) will focus on the importance of respect in the playground and the consequences of the deliberate disregard of sensitivity on the school premises.

#### **9. Parents' right to request that their child is excused from Sex Education**

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

Parents do not have the right to withdraw their children from any aspects of the Science Curriculum.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE (taught only in Year 6 – please refer to Appendix 1).

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

Alternative work and a place to work will be given to pupils who are withdrawn from sex education.

#### **10. Training**

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

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

CPD will also be provided through SCARF Coram and the PSHE Association.

#### **11. Monitoring arrangements**

The delivery of RSE is monitored by the Head Teacher, PSHE Leader and Key Stage 2 Leader, through:

- Monitoring arrangements, such as, learning walks, parent meetings, feedback meeting with Year 5 and 6 staff and the Head Teacher, feedback from the pupils, discussions with staff on the content and delivery of the RSE.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed by the Head Teacher and PSHE Lead every 3 years (or more frequently if statutory requirements change or in response to the needs of the school community). At every review, the policy will be approved by the governing board.

## Appendix 1: Curriculum Overview

### Relationships and Sex Education curriculum overview

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#### DfE Relationships Education and Health Education statutory requirements (Appendix 2 details DfE expectations for children by the end of Primary School):

- 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
- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle.
- 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 each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- 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.
- 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.

#### RSE Long Term Planning and coverage:

At Laburnum, our full RSE curriculum is comprised of three main elements:

- The PSHE Curriculum
- The Science Curriculum
- Sex Education

#### PSCHE Curriculum

Laburnum Primary School adopted the SCARF Coram Schemes of work for the whole school in September 2018. It provides a framework for a whole school approach from Nursery to Year 6 in knowledge building, attainment, values, social and emotional learning and wellbeing based on the SCARF retirements of Safety, Caring, Achievement, Resilience and Friendship.

It interweaves with the Values Based Education focus in the school's values and ethos statement: CARE. Caring, Achieve, Respect and Effort. SCARF Coram embraces SMSC and British Values, an expectation in the OFSTED criteria.

Laburnum Primary School has a commitment to support children in their physical and mental wellbeing as well as a key role in safeguarding.

The SCARF Coram Scheme: ‘Meets all DfE requirements for statutory Relationships, Sex and Health Education (RSHE), SCARF is a complete curriculum consisting of over 350 lesson plans and related assessment that gives teachers the skills and tools to teach a comprehensive RSHE, PSHE and Wellbeing programme throughout the primary years.’

### **What will my child learn in SCARF PSHE lessons?**

For each year group, there are six suggested themed units which provide a complete PSHE and wellbeing curriculum. They are:

#### **Me and My Relationships**

Explores feelings and emotions, develops skills to manage conflict, helps identify our special people and equips children to recognise the qualities of healthy friendships and how to manage them.

#### **Valuing Difference**

Includes a strong focus on British Values, supports children to develop respectful relationships with others, recognise bullying and know their responsibilities as a bystander.

#### **Keeping Myself Safe**

Covers a number of safety aspects from statutory Relationships Education including being able to identify trusted adults in their lives, what to do when faced with a dilemma and recognising appropriate and inappropriate touch.

#### **Rights and Responsibilities**

Explores broader topics including looking after the environment, economic education and the changing rights and responsibilities children have as they grow older.

#### **Being My Best**

Includes a focus on keeping physically healthy, developing a growth mindset to facilitate resiliency, setting goals and ways to achieve them.

#### **Growing and Changing**

Has age-appropriate plans to cover the physical and emotional changes that happen as children as they grow older, including changes at puberty and how to approach this with confidence. Age-appropriate lessons on relationships and sex education are also included.

Our PSHCE Long Term Plan summarises our full PSHE curriculum, including RSE (which is clearly indicated), including what is taught in each year. The PSHE Long Term Plan is available on the PSHE page of our school website: <https://www.laburnumprimary.co.uk/pshce>.

### **The Science Curriculum**

Our Science Long Term Plan summarises our Science curriculum, including units of work on ‘Animals, including Humans’ that cover elements of the physical development of the human body, including puberty. The Science Long Term Plan is available on the Science page of our school website: <https://www.laburnumprimary.co.uk/science>

### **Sex Education**

The majority of our RSE curriculum is covered within the PSHE and Science curriculums and is within the statutory curriculum that all children at Primary School are required to cover.

DfE guidance on Primary Relationships and Sex Education states: 'It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.'

In addition to our PSHE and Science Curriculum, at Laburnum Primary School we teach 2 specific additional units of work Relationships and Sex Education, one in Year 5 and one in Year 6.

Year 5: This unit revises growing and changing and focuses primarily on the physical and emotional changes at puberty, which is part of the statutory National Curriculum for Science. All parts of this unit fall within the statutory curriculum, which all children must be taught.

Year 6: This unit revises previous learning on puberty and in line with DfE recommendations, pupils also learn how a baby is conceived and born. Parents have a right to request that their child is excused from Sex Education, but not from any aspect of the Science Curriculum or Relationships and Health Education. At Laburnum Primary School, the only aspect of Sex Education taught beyond the statutory curriculum is 'how a baby is conceived and born.' Parents may use the form at Appendix 3 to request that their child is excused from Sex Education.

Our Long Term Plans for Year 5 and 6 Relationships and Sex Education can be found on both our PSHE and Science pages of our school website:

- <https://www.laburnumprimary.co.uk/pshce>
- <https://www.laburnumprimary.co.uk/science>

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

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

TOPIC	PUPILS SHOULD KNOW
<b>Families and people who care about me</b>	<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>
<b>Caring friendships</b>	<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>

TOPIC	PUPILS SHOULD KNOW
<b>Respectful relationships</b>	<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>
<b>Online relationships</b>	<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>
<b>Being safe</b>	<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	
Head Teacher signature:	