



Launde Primary School

Relationship and Sex Education Policy

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Signed *M. Place* (Chair of Governors)

Date *12/5/22*

Policy on Relationship and Sex Education

Introduction

This guidance has been written to take account of the revised National Curriculum and government statutory guidance 2019 and the requirements of the Equality Act 2010.

Relationship and sex education is firmly rooted in the framework for PSHE.

We focus on the following principles:

1. Effective relationship and sex education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. These subjects can help support young people to develop resilience, to know how and when to ask for help and to know where to access support.
2. The objective of relationship education is to help and support young people through their physical, spiritual, cultural, emotional and moral development.
3. The teaching of PSHE helps pupils to develop the skills and understanding they need to live confident, healthy and independent lives. It will play an important role, alongside other aspects of the curriculum and school life, in helping pupils deal with difficult moral and social questions.
4. Pupils are given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose of preventing and removing prejudice. This also includes online situations that may be encountered by pupils.

What is relationship and sex education?

It is lifelong learning about physical, moral, social and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching within the Launde Primary School context.

It has three main elements; these are looked at in the context of primary age children at Launde.

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations;
- Learning to value and understand different types of relationships, including friendships, family relationships and dealing with strangers;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas; and
- Developing critical thinking as part of decision-making
- Learning about the importance of respectful peer-to-peer communication, where everyone has the right to equal treatment.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy with others

- Learning to make choices based on an understanding of difference and with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Learning to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment (including marriage and civil partnerships), tolerance, boundaries, and how to manage conflict;
- Learning to recognise unhealthy relationships, including bullying, coercion and exploitation; and
- Learning how relationships may affect health and wellbeing, including mental health and the importance of being resilient.
- Learning about how to protect and support their own and others' health and well-being, including self-care techniques, personal hygiene, prevention of health and well-being problems and basic first aid.

Knowledge and understanding

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships;
- Learning and understanding the importance of staying safe online; and
- Learning about healthy bodies and lifestyles, including keeping safe.
- Learning about the benefits of hobbies, interests and participation in their own community.

The following are considered as part of the planning process

Relationship and health education is generally delivered through the PSHE lessons taught throughout the year. Materials used in school are in accordance with the PSHE teaching programmes and the law. Inappropriate images are not used. We will ensure that pupils are protected from teaching and materials which are inappropriate including those available on the internet, having regard to the age and cultural background of the pupils concerned.

At Launde, the views of parents, staff and pupils are taken into account.

Sex education is taught by class teachers in Year 5 and Year 6. Guidance recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. We ensure that both boys and girls know about puberty and how a baby is born – as set out in Key Stage 1 and 2 of the Science National Curriculum.

All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. In the early primary years, education about relationships focuses on friendship, bullying and the building of self-esteem. In the later primary years, education additionally focuses on more mature content such as puberty, justice and citizenship.

Relationships

Within the context of talking about relationships, children are taught about the nature of marriage and its importance for family life and different family structures are also explored. As part of this topic, children are also taught to be tolerant of different family structures and relationships. Teaching in this area needs to be sensitive so as not to stigmatise children on the basis of their home circumstances.

Ethnicity

We know that some children may not have information given to them at home due to cultural reasons. At Launde we seek the views of parents when seeking their permission for their child to receive sex education in Year 5 and 6, and offer alternatives depending on their feedback.

Special educational needs and learning difficulties

Sex and relationship education aims to help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.

All staff including support staff are to follow the school's sex and relationship education policy when working with pupils with special educational needs and learning difficulties.

Specific Issues when Teaching Relationship and Sex Education

Parents and pupils need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education within the PSHE framework. Teachers and all those contributing to sex and relationship education are expected to work within agreed values in line with current legislation. It is accepted that some teachers may need support to deliver the programme sensitively and effectively and may form part of individual teachers CPD programme.

Teachers have a responsibility to ensure the safety and welfare of their pupils as they are in a position of trust.

Relationship and Sex Education with PSHE

Relationship and sex education is supported by a school's wider curriculum for personal, social and health education. In this way, Launde can ensure that pupils:

- Receive their sex education in the wider context of relationships; and
- Are prepared for the opportunities, responsibilities and experiences of adult life.

The four themes explored are:

- Developing confidence and responsibility and making the most of pupils' abilities;
- Preparing to play an active role as citizens;
- Developing a healthier, safer lifestyle; and
- Developing good relationships and respecting differences between people.

At Launde, relationship and sex education contributes to the foundation of PSHE and Citizenship by ensuring that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Are able to name parts of the body and describe how their bodies work;
- Can protect themselves and ask for help and support; and
- Are prepared for puberty.

Teaching Strategies Relationship and Sex Education

It is essential that Launde helps children and young people develop confidence in talking, listening and thinking about sex and relationships. Teachers and other staff often need to overcome their own anxieties and embarrassment to do this effectively. Partnership between school and parents is the key to success.

There are a number of teaching strategies that can help, including:

- Establishing ground rules with their pupils;
- Using 'distancing' techniques;
- Knowing how to deal with unexpected questions or comments from pupils;
- Using discussion and project learning methods and appropriate materials; and
- Encouraging reflection.

Ground Rules

A set of ground rules will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. Ground rules are developed within each class or year group. For example, one class worked out this set of ground rules together:

- No one (teacher or pupil) will have to answer a personal question;
- No one will be forced to take part in a discussion;
- Only the correct names for body parts will be used; and
- Meanings of words will be explained in a sensible and factual way.
- The establishment of an anonymous question box, which would be emptied on a weekly basis and all sensible and appropriate questions would be answered. Children did not need to identify their names on their questions.

Dealing with questions

Teachers are to establish clear parameters of what is appropriate and inappropriate in a whole class setting. Having a set of ground rules reduces the chances of unexpected questions or comment from the pupils. For example;

- If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, school nurse, helpline, or an outside agency or service;
- If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later;
- Teachers are provided with guidance for specific questions that can be difficult to answer, and are encouraged to use it when facing challenging questions that require sensitive answers.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later; and
- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

Discussion

Discussion forms much of the teaching on sex education and relationships. Pupils take part in a structured activity in which they can:

- Draw on previous knowledge to develop more understanding;
- Practise their social and personal skills;
- Consider their beliefs and attitudes about different topics;
- Reflect on their new learning;

Reflection

Reflecting is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes. Teachers can help pupils reflect on their learning by asking questions like these:

- What was it like doing this discussion today?
- What did you learn from the others, especially those who had a different experience or belief from your own?
- What do you think you will be able to do as a result of this discussion?
- What else do you think you need to think or learn about?

Please note reflection is part of the everyday learning across all subjects.

Working with Parents and the wider community

We believe that parents are key people in children's life and should be involved in:

- Teaching their children about sex and relationships;
- Maintaining the culture and ethos of the family;
- Helping their children cope with the emotional and physical aspects of growing up; and
- Preparing them for the challenges and responsibilities that sexual maturity brings.

Parents may need support in:

- Helping their children learn the correct names of the body;
- Talking with their children about feelings and relationships; and
- Answering questions about growing up, having babies within the primary sector but other questions may occur that parents may have to consider e.g. about sexuality, sex, contraception, relationships and sexual health.

Consulting parents

At Launde, parental permission is sought when children are taught specific aspects of sex education, i.e. puberty, menstruation and having a baby. Parents are invited to view the materials and discuss the types of questions that children may ask and the responses that they will receive.

Parents are informed that the class teacher will be leading the discussions is backed by the other staff or senior staff. All aspects are dealt with in a sensitive manner. Parents are then able to support the child at home following the sessions on sex education.

Parents who wish to withdraw their children

There is no right to withdraw from relationships education or health education however parents do have the right to withdraw their children from all or part of the sex education provided at school except for those parts included in the statutory National Curriculum. The school is required to discuss with the parents the benefits of receiving sex education and the detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of not receiving the education as well as the likelihood of the child hearing their peers' version of what was said in classes, rather than what was directly said by the class teacher.

Working with external agencies

On occasion, external agencies will come to school to enhance the delivery of these subjects e.g. police assembly about internet safety and road safety or Leicestershire Sports partnership staff to deliver an assembly on keeping fit and being healthy. Visitors credentials will be checked and the teaching will be checked to ensure it fits in with the planned programme and our policies. The detail will be discussed to ensure it is age appropriate and accessible for the pupils.

Confidentiality

As a result of sex education and relationship learning and teaching, issues can sometimes arise that cause concern. Staff are then expected to follow the child protection procedures which they have been trained on. **Staff cannot guarantee confidentiality.**

Monitoring and Evaluation

Lessons on sex education will be monitored as part of the teaching and learning policy. Views will be sought from parents who withdraw their children so that the school can establish the reasons for the choice and, if possible, to amend procedures to take account of their feelings.

Appendix 1: Learning outcomes

The following statements are offered as illustration of learning outcomes for Relationships and sex education for each key stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in relationships and sex education. They are based on current SRE guidance from the government and the national curriculum, particularly science and computing.

By the end of **Key Stage 1** pupils should know the following:

Families and people who care for me

- why families are important for caring, love and sharing
- why families are special

Caring Friendships

- how to identify and share their feelings with others
- how to make a friend, talk with them and share feelings
- be aware that their feelings and actions have an impact on others
- how to recognise who to trust and who not to trust and how to ask for help if needed

Respectful Relationships

- identify and be able to talk with someone they trust
- recognise similarities and differences between themselves and others and treat others with sensitivity
- what good manners are and the convention of courtesy
- ways in which they are like and different from others
- how their feelings and actions have an impact on other people
- about different types of bullying and how to get help

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 and how to report them.
- the risks associated with people they have never met.

Mental wellbeing

- that they have a range of emotions and these are normal (e.g. happiness, sadness, anger, fear, surprise, nervousness)
- recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- share what they are feeling and what behaviour is appropriate and proportionate.
- benefits of physical exercise and time outdoors
- simple self-care techniques, including the importance of rest, time spent with friends and family
- encouragement to have hobbies and interests.
- very important for children to discuss their feelings with an adult and seek support.
- where and how to seek support including whom in school they should speak to if they are worried (including online).

Internet safety and harms

- to understand how to keep their username and password private and not to use anyone else's.
- to know how to keep all personal information private.
- to learn the importance of telling their parents about unknown links and attachments and not to open anything that they do not know about
- to report to a trusted adult any messages or internet pages that are upsetting.
- to tell someone they trust if someone asks to meet them offline.

Being Safe

- recognise safe and unsafe situations
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- the basic rules and boundaries for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- 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.

Getting to know our bodies (based on National Curriculum - Science)

- recognise and compare the main external parts of the bodies of humans
- that animals, including humans, grow and reproduce
- that humans and animals can produce offspring and these grow into adults
- the needs of babies and young people i.e. food, water, care, security
- that they have some control over their actions and bodies
- the names of the main external parts of the body including agreed names for sexual parts

By the end of **Key Stage 2**, pupils should know the following:

Families and people who care for 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.
- 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

- 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.

Mental wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)

Internet safety and harms

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private such as only opening/deleting their own files or saving/sending anything that could be unpleasant or nasty. If they accidentally find anything like this, knowing the importance of telling their teacher or parent immediately.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.
- the importance of using their own email address when emailing and open email attachments from people they know, or who my teacher or parent has approved.
- how to check that information they use from the internet is from a trusted website.
- why they should not use their own details such as name, phone number or home address.
- to know that my use of ICT can be checked and that my parent/ carer contacted if a member of school staff is concerned about my E-Safety.
- the importance of informing an adult if they see something that upsets them.

Basic first aid

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body (In Year 5 and Year 6)

- key facts about puberty and the changing adolescent body, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.