LOWER PARK PRIMARY SCHOOL

Relationships and sex education policy

June 2024



With reference to:

Children and Social work act 2017

Education Act 1996.

Relationships (and sex) education and health education June 2020

Approved by: Lower Park Primary

School Governing

Body

Last reviewed on: July 2024

Next review due by: June 2025

1. 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
- > To develop a culture of tolerance, friendships, support and inclusion

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the <u>Children and Social work act 2017</u>. However, 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 <u>guidance</u> issued by the secretary of state as outlined in section 403 of the <u>Education Act 1996</u>. At Lower Park Primary School, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils, governors and parents. The consultation and policy development process involved the following steps:

- 1. Review –The head teacher and SLT reviewed 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
- Parent/stakeholder consultation parents and any interested parties were invited to read, view the content and comment upon of the SRE policy delivered on line
- 4. Ratification once amendments were made, the policy was shared with governors and ratified

4. Definition

As a primary school, we will only provide relationships education and choose to teach sex education covered by the science curriculum. A stand- alone section on puberty and conception will be taught in Year 5 and 6 in preparation for the move to high school. Pupils at Lower Park meet this element of their science curriculum.

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 document 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. Teaching methods should take account of those asking the questions (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. The school considers what is appropriate and inappropriate in a whole-class setting, as staff may require support and training in answering questions.

Primary sex education is not compulsory in primary schools but in our school, sex education will focus on:

- > Preparing boys and girls for the changes that adolescence brings
- > How a baby is conceived and born
- > The content of the national science curriculum

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

6. 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 school or, when possible, a trained health professional in Year 5 and 6.

At Lower Park:

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
- > Puberty, conception and how a baby is born (Y6)

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, LGBTQ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures). It also takes care to reflect sensitively on the fact 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 body

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

7.2 The head teacher

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

7.3 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.

RSE will be taught by all class teachers and puberty elements, when possible, by the school nurse.:

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 have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE, which in this will be covered in Year 5 & 6 as part of puberty education

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

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

9. 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 will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Mrs A Lomas (head teacher) and Mrs E Cunha (Deputy Head)PSHE lead) through:

Planning scrutiny, learning walks, discussions with staff at staff meetings, discussions with pupils in lessons etc.

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, every three years. At every review, the policy will be approved by the pupil and curriculum committee and ratified by the full governing body at the next meeting.

Appendix 1:

TOPIC	PUPILS SHOULD KNOW					
Families and people who	That families are important for children growing up because they can give love, security and stability					
care about me	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					

TOPIC	PUPILS SHOULD KNOW			
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			

Personal, Social and Emotional Development ELG: Building Relationships

Children at the expected level of development will:

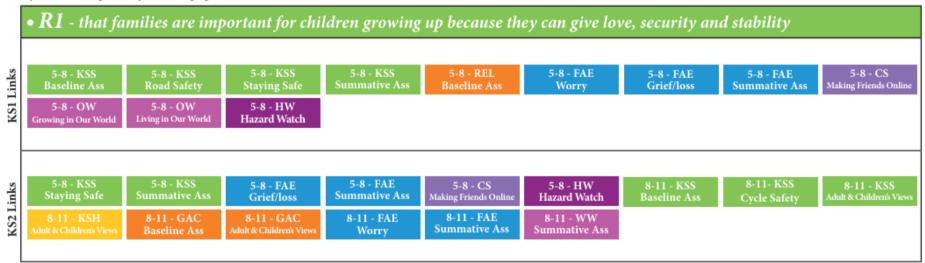






Relationships Education: Key stages 1 and 2 Topic 1: Families and people who care for me

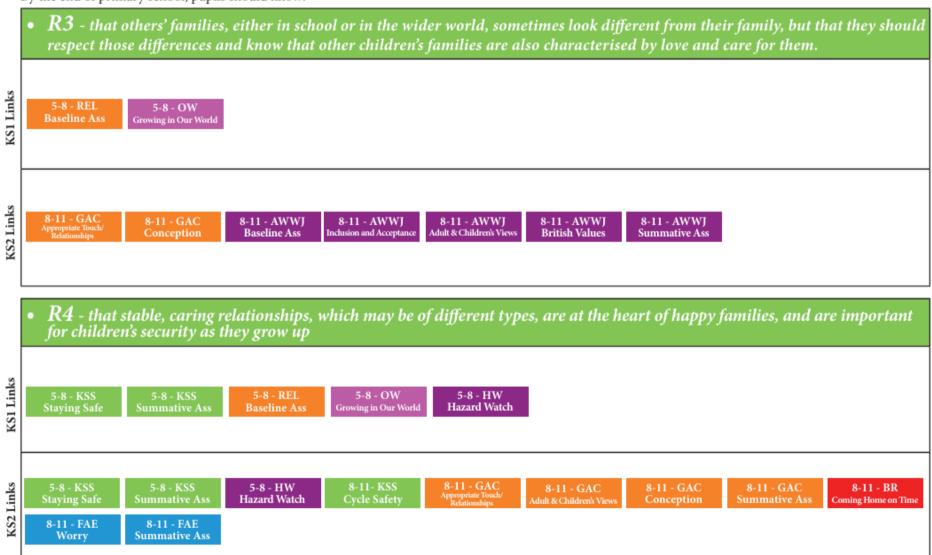
By the end of primary school, pupils should know:

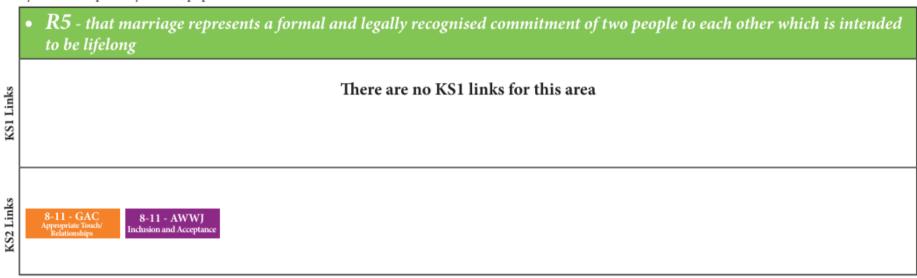


R2 - the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and
care for children and other family members, the importance of spending time together and sharing each other's lives.



Relationships Education: Key stages 1 and 2 Topic 1: Families and people who care for me







Relationships Education: Key stages 1 and 2 Topic 2: Caring friendships



Relationships Education: Key stages 1 and 2 Topic 2: Caring friendships



Relationships Education: Key stages 1 and 2 Topic 2: Caring friendships

By the end of primary school, pupils should know:

• R11 - 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.

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Links	5-8 - KSS Baseline Ass	5-8 - KSS Staying Safe	5-8 - KSS Summative Ass	5-8 - KSH Medicine	5-8 - REL Bullying	5-8 - REL Body Language	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - BR Helping Someone in Need
KS1 I	5-8 - BR Stealing	5-8 - FAE Jealousy	5-8 - CS Online Bullying	5-8 - CS Making Friends Online					
ı									
S	5-8 - KSS Staying Safe	5-8 - KSS Summative Ass	5-8 - KSH Medicine	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - BR Stealing	5-8 - CS Making Friends Online	8-11- KSS Peer Pressure	8-11- KSS Water Safety
KS2 Links									



Relationships Education: Key stages 1 and 2

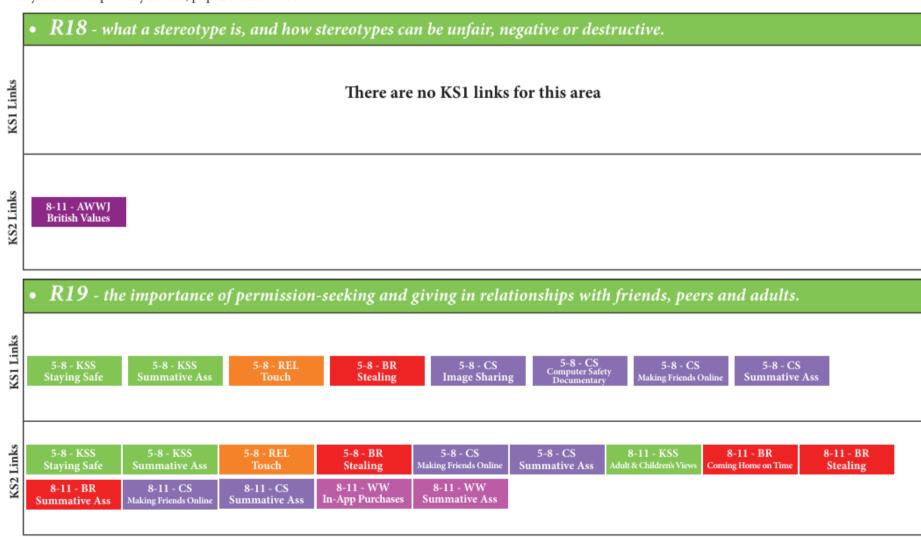
Topic 3: Respectful relationships



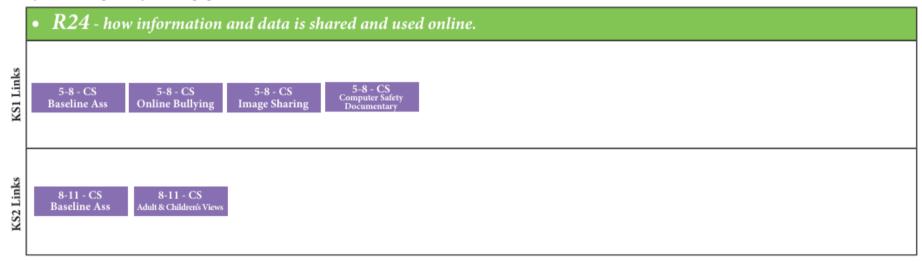
Relationships Education: Key stages 1 and 2 Topic 3: Respectful relationships



Relationships Education: Key stages 1 and 2 Topic 3: Respectful relationships



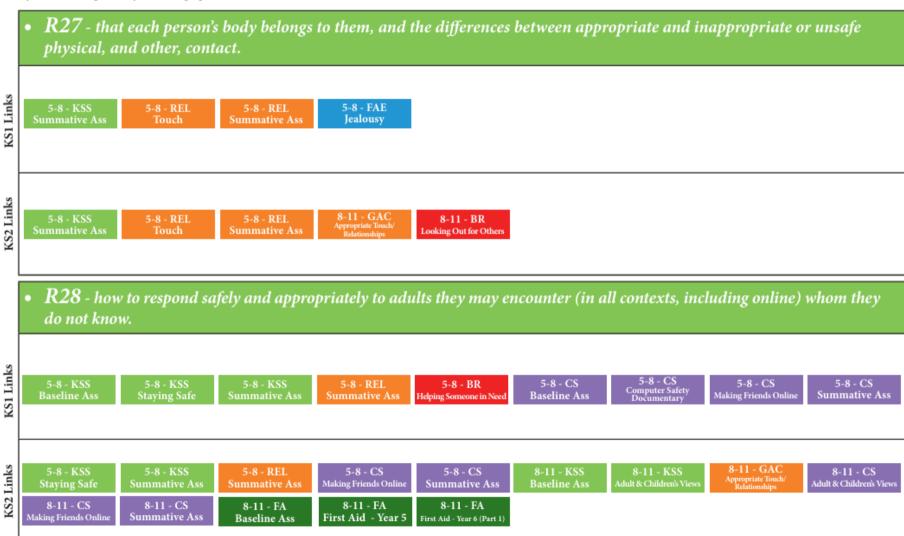
Relationships Education: Key stages 1 and 2 Topic 4: Online relationships



Relationships Education: Key stages 1 and 2

Topic 5: Being safe





Relationships Education: Key stages 1 and 2 Topic 5: Being safe





LOWER PARK PRIMARY SCHOOL

PSHE policy May 2023



1. Overview

The purpose of the PSHE curriculum is to provide all pupils with opportunities to:

- Develop confidence and responsibility and make the most of their abilities
- Prepare to play an active role as citizens through developing skills for living and valuing themselves and respecting others
- Develop a healthy lifestyle
- Contribute to their community and the wider world and becoming morally and socially responsible Develop good relationships and respect the differences between people.

2. Intent

At Lower Park, we intend to provide personal, social, health, economics education (PSHE) which enables children to become healthy, independent and responsible members of society. We hope to encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing to help develop their sense of self-worth. We teach them how society is organised and governed and ensure that they experience the process of democracy in school through the school council. We teach them about rights, respect and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

3. Implementation

Through a wide variety of assemblies and class based circle times and lessons using the Young Citizens resources we cover three core themes as recommended in the PSHE Association curriculum:

Core Theme 1: Health and wellbeing

- What is meant by a healthy lifestyle?
- To maintain physical, mental and emotional health and wellbeing
- To manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- About managing change, including puberty, transition and loss
- To make informed choices about health and wellbeing and to recognise sources of
- help with this
- To respond in an emergency
- To identify different influences on health and wellbeing

Core Theme 2: Relationships

- To develop and maintain a variety of healthy relationships, within a range of
- social/cultural contexts
- To recognise and manage emotions within a range of relationships
- To recognise risky or negative relationships including all forms of bullying and abuse
- To respond to risky or negative relationships and ask for help
- To respect equality and diversity in relationships.

Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen

- About respect for self and others and the importance of responsible behaviours
- and actions
- About rights and responsibilities as members of families, other groups and
- ultimately as citizens
- About different groups and communities
- To respect equality and to be a productive member of a diverse community
- About the importance of respecting and protecting the environment
- About where money comes from, keeping it safe and the importance of managing it
- effectively
- How money plays an important part in people's lives

A basic understanding of enterprise.

The core themes are underpinned by the Lower Park Values of: Respect, Curious, Brave, and Responsible, Active and Creative as well as the fundamental British Values of Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those of different faiths and beliefs.

4. Impact

PSHE learning's impact on physical and mental health, levels of bullying and general behaviour shows that PSHE allows pupils to excel by removing barriers to learning, and developing skills and attributes which support their progress.

Prepared for the Governing Body: June 24

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 (puberty education in year 6)								
Any other information you would like the school to consider								
Parent signature								
Agreed actions from discussion with parents	Include notes from distaken.	scussions	with parents and agreed actions					