



**Happy children; happy school.
Achieving excellence in education.**

Relationships, and relationships and sex education (RSE) policy

Responsibility of Curriculum Committee
To be reviewed: Autumn 2024

Relationships and sex education (RSE) policy Lavendon School

Introduction and rationale

This policy outlines the teaching, organisation and management of RSE taught and learnt at Lavendon School. The school's policy for RSE is based on the 2019 statutory guidance alongside the Sex Education Forum's 'Twelve principles' of good quality RSE.

At Lavendon School, we believe the teaching of relationships and sex and relationships promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. It prepares pupils at the school for the opportunities, responsibilities and experiences of later life. Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils.

1. Aims

The aims of relationships and sex education (RSE) at Lavendon 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 to 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

At Lavendon School, we believe that children should feel safe and confident to discuss such issues and that they leave our school feeling that they fully understand all aspects as per the primary curriculum. Our school ethos supports this by putting wellbeing and safeguarding at the top of our priorities.

2. 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.

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. Please refer to curriculum map (Appendix 1)

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 Lavendon School, we teach RSE as set out in this policy.

3. Policy development

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

- a) Review – a member of staff pulled together all relevant information including national and local guidance.
- b) Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- c) Parent/stakeholder consultation – parents and any interested parties were invited to read and comment on the policy
- d) Ratification – once amendments were made in light of the above, the policy was shared with governors and ratified.

4. Definition

RSE in a primary school is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- a) Preparing boys and girls for the changes that adolescence brings
- b) Exploring life process of reproduction in some animals (Year 5 science objectives)

For more information about our curriculum, see our curriculum 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.

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

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher / subject lead

The subject lead is responsible for ensuring that RSE is taught consistently across the school, and the Headteacher 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 families wish them to be withdrawn from the (non statutory/non science) components of RSE.

(Please note at Lavendon School we only cover statutory aspects of RSE and Science curriculum.)

All teachers are responsible for teaching the aspect of the RSE curriculum which relates to their year group.

7.4 Pupils

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

8. Parents right to withdraw

Parents do not have the right to withdraw their children from relationships education. At Lavendon School we do not provide any additional education that is not part of the primary statutory RSE and science curriculum.

9. Training

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

As appropriate, the school may also invite visitors from outside school, such as school nurses or other health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Claire Crook – Wellbeing Lead, through:

MTP discussions and monitoring, lesson observation, book scrutiny and internal assessment.

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

This policy will be reviewed by [Claire Crook – Wellbeing lead] every [3] years. At every review, the policy will be approved by the governing board.

11. Safe and Effective practice

All pupils, regardless of ability, gender or race will be given equal access to RSE which is appropriate to their needs.

Due to the nature of the content of this curriculum area it can highlight safeguarding issues and all those adults involved in should be aware of the delicate nature of some subjects. Please report any concerns in the usual manner.

Appendix 1: Curriculum Map

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

Date Agreed:	
Signed:	
Review Date:	

Appendix 1

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Appendix 2 – by the end of primary school children 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

TOPIC	PUPILS SHOULD KNOW
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
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