



Relationships and Sex Education (RSE) Policy for Laurus Primary Schools

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Article 29 (Goals of Education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures.

(Rights Respecting Schools – UNICEF; The Convention on the Rights of the Child)

Laurus Trust Primary Schools are Rights Respecting Schools and therefore this policy is based on Children's Rights with the responsibility of all named parties to ensure that these rights are inviolate. The school has three commitments that underpin this policy:

- To learn
- To be safe
- To show mutual respect

Introduction

The Head of School takes overall responsibility for the policy and its implementation, for liaison with the Local Governing Body Academy Committee, Parents/Carers, and appropriate outside agencies and for the appointment within the school of a PSHE Subject Leader, who will have responsibility for handling the daily implementation of this policy. The PSHE Leader will liaise with the link Governor for Relationships and Sex Education. The Head of School will ensure that all staff dealing with relationship and sex issues are adequately supported and trained.

Statutory Guidance

We recognise that as a school we have a 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. RSE will become statutory in all schools from September 2019. The law requires that Relationships and Sex Education (RSE) is to be taught in all secondary schools in England, and that Relationships Education is to be taught in all primary schools in England. Primary schools are also required to teach the elements of sex education contained in the science curriculum, and Health Education will also be mandatory in all Government-funded schools, which includes content on puberty.

What is Relationships and Sex Education?

RSE (formerly SRE) 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.

Relationships and Sex Education within Laurus Trust Primary Schools aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to

lead confident, healthy, independent lives and become informed and active citizens. The work aims to be delivered in an accepting and honest way, which enables young people to contribute.

Principles

- To develop pupils' confidence and self-esteem.
- To develop pupils' knowledge about healthier and safer lifestyles in order that they are able to make informed decisions.
- To develop pupils' knowledge and understanding about the services available.
- To provide opportunities for young people to develop effective, fulfilling relationships.
- To provide opportunities for young people to develop an understanding of, and respect for, difference.
- To enable young people to develop the skills necessary to protect themselves from exploitation.
- To enable young people to develop the ability to understand the consequences of their decisions and actions.

Practice

Relationships and Sex Education will be delivered through a planned programme of activities and there will be inter-disciplinary links with the Science Curriculum. Training will be provided for staff where necessary and they will receive support from appropriate outside agencies if applicable. Relationships and Sex Education will be delivered in both mixed and single gender groups, using a variety of whole class and group teaching.

Answering Difficult Questions

Teachers should establish with pupils, a set of ground rules, which set the parameters for discussion and aim:

- To recognise the need to offer 1 to 1 support if necessary
- To acknowledge questions that are too explicit which may need to be answered at a parent/carer's discretion by the parent or carer
- To recognise that answers to some questions are not known by the staff
- To recognise when there is a concern about sexual abuse and to follow Safeguarding Procedures

Use of Visitors

There may be occasions when the use of an outside speakers may be deemed appropriate as part of a planned programme of work. In this instance the following strategies may be used:

- Encourage pupils to be involved and to play a key role in the visit e.g. prepare questions.
- Ensure that the visiting speaker is clear about what is expected of them in advance and that they are comfortable in providing input.

It is essential that the visit is followed up in an appropriate manner as part of a planned programme of activity.

Delivery of RSE

RSE is taught within the personal, social, health and education (PSHE) curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Laurus Trust Primary Schools follow guidance from the National PSHE Association. Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

Within Laurus Trust Primary Schools, we follow The Christopher Winter Project scheme of work (Teaching SRE with Confidence in Primary Schools). CWP have been awarded the Pamela Sheridan Award for Excellence in recognition of their pioneering professional development programme in relationships and sex education. CWP's success is based on a thorough understanding of what constitutes effective RSE for both teachers and pupils. All CWP lessons have a clear structure and are age appropriate. They are designed to demonstrate a wide range of teaching methodologies to equip teachers with the skills to deliver excellent RSE. Teachers follow the schemes of work for Years R – 6. (See appendix)

The Laurus Primary whole school approach has six core focus areas:

- **This is me** – This focus is inspired by the idea that we are all individuals and that it is important to 'be yourself'. It aims to encourage pupils to develop a positive view of themselves. Pupils focus on the importance of recognising situations

where they need to make positive choices in order to do the right thing. They learn about 'big feelings' and how to manage them in everyday life.

- **My VIPs** - This focus, entitled VIPs (Very Important Persons), will focus on relationships we have with our VIPs. Pupils will learn about differences and similarities with families, how the love and care is the same whether pupils have mixed sex parents, same sex, foster and adopted parents. It will look at friendships, how friendships are formed and maintained, and the qualities of a good friend. The lessons will then move on to disputes and bullying and will address strategies for coping with each of these.
- **Dream Big** - focuses on inspirational people. Pupils will learn about how attitude, resilience and mindset can help them to achieve what they want from life. Pupils recognise that they have many skills, and will learn about cooperation, teamwork, resolving differences and communication skills. These essential classroom skills support pupils in creating a safe, happy and productive environment where everyone is empowered to achieve their best.
- **Growing and Changing** - This focus introduces how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies, looking at similarities and differences in people and learning about gender stereotypes. They will also learn about respecting their own and others' bodies, keeping their bodies safe and sharing their feelings in response to life experiences.
- **Healthy Body, Healthy Mind** - explores the choices children can make about looking after their bodies. The lessons look at making safer choices about their bodies, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies on how to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.
- **Our World** - is inspired by the idea that people's life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries. It aims to enable the children to explore the concepts of inequality and stereotypes and encourages them to reflect on what they can do to help make the world a fairer place. In this core focus, children learn about climate change and its effects, fair trading practices and organisations which help people. They will also learn about how to be a good global citizen, rights and responsibilities and will begin to discuss the difference between things we want, things we need and how to prioritise our spending.

Roles and Responsibilities

The Academy Committee

The governing board has delegated the approval of this policy to the headteacher.

Head of School

The Head of School is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

PSHE Lead

- To review and plan the content and delivery of the programme of study for Relationships and Sex Education.
- To monitor teaching and learning and provide support as needed.
- To review resources and renew as appropriate.
- To update training in line with national guidelines.

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 components of RSE
- Follow the [Laurus Safeguarding Policy](#) when dealing with any concerns, including if a pupil has demonstrated sexualised behaviour.

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 of School.

Pupils

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

Inclusion

Laurus Trust Primary Schools are committed to providing a curriculum of equal opportunity to educate the 'whole' child regardless of their ability, ethnicity, gender or social circumstances.

We are committed to working with parents towards being a healthy school. Under section 405 of the Education Act 1996, parents may opt to withdraw their children from Relationships and Sex Education lessons:

*“If any parent of any pupil...requests that s/he may be wholly or partly excused from receiving sex education at the school, the pupils shall, **except** in so far as the education is comprised in The National Curriculum, be so excused accordingly until the request is withdrawn.”*

Parents/carers wanting to exercise this right are invited to write to the Head of School. Before doing so, parents are encouraged to view the teaching resources in order to inform any decisions regarding withdrawing their child. Following a request to withdraw, the Head of School will explore their concerns and discuss any impact that such action may have on the child – including the possible negative feelings or experiences that might result. Parents have the right to withdraw their children from the non-statutory components of RSE.

Confidentiality

It is the responsibility of each Laurus Trust Primary School to support its pupils but no individual should guarantee a child absolute confidentiality.

Staff will use their discretion to inform the Head of School and share 'confidences' if they are seen as a concern for the safety and welfare of the child. Under the children Act 1989, adults *“may do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child’s welfare”*.

Appendix: scheme of work for Years R – 6

Reception Our Lives	Lesson 1: Our Day Lesson 2: Keeping Ourselves Clean Lesson 3: Families
Year 1 Growing and Caring For Ourselves	Lesson 1: Keeping Clean Lesson 2: Growing and Changing Lesson 3: Families and Care
Year 2 Differences	Lesson 1: Differences: Boys and Girls Lesson 2: Differences: Male and Female Lesson 3: Naming the Body Parts
Year 3 Valuing Difference and Keeping Safe	Lesson 1: Differences: Male and Female Lesson 2: Personal Space Lesson 3: Family Differences
Year 4 Growing Up	Lesson 1: Growing and Changing Lesson 2: What is Puberty? Lesson 3: Puberty Changes and Reproduction
Year 5 Puberty	Lesson 1: Talking about Puberty Lesson 2: Male and Female Changes Lesson 3: Puberty and Hygiene
Year 6 Puberty, Relationships and Reproduction	Lesson 1: Puberty and Reproduction Lesson 2: Understanding Relationships Lesson 3: Conception and Pregnancy Lesson 4: Communication in Relationships