



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 Summer 2021. 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) and Computing.

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 the Laurus Primary Schools, the Growing and Changing focus of our PSHE Curriculum Overview is taught in summer term. We included the Medway Public Health Scheme of work which has received the Quality Assurance Mark from the PSHE Association. Medway Public Health supports teachers in their area to deliver high quality PSHE education as they recognise the potential long-term benefits of supporting positive health-related behaviours from a young age.

At key stage 1, the resource provides lessons on the concepts of growing up and identifying special people.

At key stage 2, lessons look at friendships, healthy relationships and puberty – both the physical and emotional changes that occur at this stage

Primary schools must have regard to the Department for Education statutory guidance on preparing pupils for the physical and emotional changes of puberty before they experience them. For this reason, the teaching about puberty will begin in Year 4.

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. Pupils will begin to discuss the difference between things we want, things we need and how to prioritise our spending.
- **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.
- **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.

Growing and Changing EYFS	
Nursery	Reception
<ul style="list-style-type: none"> • Being Independent • My body • NSPCC -Talk Pants • Changes 	<ul style="list-style-type: none"> • I can do this by myself • Bodies • NSPCC - Talk Pants • Growing up (growth and change) • Fun and fears • Changes – Transition to Y1

Growing and Changing KS1	
Year 1	Year 2
<ul style="list-style-type: none"> • My Special People • Human Life Cycle • Respecting my body • Transition to Y2 	<ul style="list-style-type: none"> • Pink and Blue (Stereotyping) • Everybody's Body • Changes • Transition to Y3

Growing and Changing KS2			
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Relationships and Families • My body • Human Reproduction • Transition to Y4 	<ul style="list-style-type: none"> • Puberty – Changes in Boys • Puberty – Changes in Girls • Puberty – Changing Emotions • Transition to Y5 	<ul style="list-style-type: none"> • Changing Bodies • Emotional Changes • Personal Hygiene • Just the way you are (body image) • Keeping my body safe • Transition to Y6 	<ul style="list-style-type: none"> • Change and Becoming Independent • Positive and Healthy Relationships • How Babies are Made • Transition to high school – feelings and anxieties • Transition challenges and opportunities

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 Nursery to Y6

PSHE 8 Year Overview

Intent: to develop the knowledge, skills and attributes children need to protect and enhance their wellbeing and to independently thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging.

	Autumn		Spring		Summer	
	This is Me!	VIPs	Dream Big	Healthy Body, Healthy Mind	Our World	Growing and Changing
Nursery	<ul style="list-style-type: none"> Being at Nursery Ourselves Likes and dislikes How am I feeling? Gentle hands, gentle feet I'm special, I'm me 	<ul style="list-style-type: none"> My family and me Other families How do we share? Will you be my friend? How can I be a good friend? 	<ul style="list-style-type: none"> What do I want to be when I grow up? Trying my best Asking for help Waiting my turn I show kindness by... 	<ul style="list-style-type: none"> 5 A Day Get moving, sleep well Keeping clean - body and teeth Digi duck's Famous Friend Stay Safe 	<ul style="list-style-type: none"> My school My community My World 	<ul style="list-style-type: none"> Being Independent My body NSPCC -Talk Pants Changes
Rec	<ul style="list-style-type: none"> Belonging to class R... Self-identity Being special We all have feelings I am honest I am gentle 	<ul style="list-style-type: none"> Family life We are all different How can I be a good friend? Can I have more than one friend? Sharing Falling out 	<ul style="list-style-type: none"> Ada Lovelace – Inspiring people We do our best Teamwork Overcoming obstacles Seeking help Jobs 	<ul style="list-style-type: none"> Dealing with mood monsters Calming down Eat the Rainbow Keeping clean - body and teeth How can I keep safe outside? Dealing with dilemmas – getting lost 	<ul style="list-style-type: none"> Houses around the world Families here and there Children around the world Where we live People who help us Ecosystems – how does nature make me feel? How does it provide for us? 	<ul style="list-style-type: none"> I can do this by myself Bodies NSPCC - Talk Pants Growing up (growth and change) Fun and fears Changes – Transition to Y1
Key Stage 1 Pupils should be taught about: special and important people in their lives; similarities and differences; different families; friendship and fairness; cooperation and teamwork skills; feelings and emotions; communicating effectively with others; consent and bullying behaviours.						
Year 1:	<ul style="list-style-type: none"> Marvellous me Good and not so good feelings Things I like Feeling Uncomfortable Jealousy Speak up 	<ul style="list-style-type: none"> Who are my VIPs? Families Bullying and teasing (Anti-bullying week) Bullying Being Kind to others The Selfish Hen 	<ul style="list-style-type: none"> Amelia Earhart – Inspiring people Kindness Patience Positivity Star qualities Bright futures 	<ul style="list-style-type: none"> Be food smart A healthy smile (teeth) Clean as a whistle Resilience My body, my business I can choose 	<ul style="list-style-type: none"> My school, Your School My home, your home Being British Celebrating our differences Growing in our world Living in our world 	<ul style="list-style-type: none"> My Special People Human Life Cycle Respecting my body Transition to Y2
Year 2	<ul style="list-style-type: none"> Think Happy, Feel Happy! It's your choice (likes and dislikes) Let it out Worry Be thankful Big feelings 	<ul style="list-style-type: none"> Family stereotypes (Metro) The power of giving Witnessing bullying and how to solve it (anti-bullying week) Friendship Body language Touch 	<ul style="list-style-type: none"> Wilma Rudolph – Inspiring People Inclusion: sameness and difference Brilliant Brains The importance of rules Want or need (spending and saving) Touch Taking responsibility 	<ul style="list-style-type: none"> Keeping safe: things that go into and onto bodies Keeping healthy – medicines Keeping safe: medicines and household products Staying safe around strangers Fire Safety: Hoax Calling 	<ul style="list-style-type: none"> Exploring our community Caring for our community Why do we need rules? What is the law? Pollution Costing the Earth 	<ul style="list-style-type: none"> Pink and Blue (Stereotyping) Everybody's Body Changes Transition to Y3

	Autumn		Spring		Summer	
	This is Me!	VIPs	Dream Big	Healthy Body, Healthy Mind	Our World	Growing and Changing
Year 3	<ul style="list-style-type: none"> Identity & Values Everyday Feelings Anger Grief Doing the right thing Express yourself 	<ul style="list-style-type: none"> What makes a good friend? Is this a good relationship? My actions can affect others It is ok to disagree My family, your family Good and bad secrets 	<ul style="list-style-type: none"> Simone Biles – Inspiring People Resilience Working together Achievements No limits When I grow up 	<ul style="list-style-type: none"> Maintaining dental health Healthy and unhealthy habits Cough, snot and sneeze I can't sleep... Under pressure My body, my choice 	<ul style="list-style-type: none"> What is a citizen? School community Citizenship and the wider world Diverse Britain: Tolerance and respect. Looking after the world Different reasons for moving Home 	<ul style="list-style-type: none"> Relationships and Families My body Human Reproduction Transition to Y4
Year 4	<ul style="list-style-type: none"> I have a right to an identity Identity and disability Expressing feelings Managing feelings I am calm Happy minds, happy people 	<ul style="list-style-type: none"> Our Special People One Love – Different types of families and relationships Jealousy Getting on and falling out Fabulous friends Breaking down barriers - disability 	<ul style="list-style-type: none"> Malala's Magic Pencil – Inspiring people Always learning Breaking down barriers – disability Different ways to pay Borrowing and spending What is Philanthropy? 	<ul style="list-style-type: none"> Safety & Rules: Medicines and Household products Safety & Rules: Alcohol and smoking Exploring Risk – Gambling Aware Asthma – First Aid Bites and stings – First Aid Bleeding – First Aid 	<ul style="list-style-type: none"> How should we farm? Water: Our most precious resource How can we make a difference? Homelessness Imagine a kinder world The NHS: Our heroes 	<ul style="list-style-type: none"> Puberty – Changes in Boys Puberty – Changes in Girls Puberty – Changing Emotions Transition to Y5
Year 5	<ul style="list-style-type: none"> You are unique Mental health and feeling well Uncomfortable Feelings Anger Grief – things we lose Grief – a pocket full of plasters 	<ul style="list-style-type: none"> One Love – different types of families Respecting others' point of view Peer Pressure Compromise Looking out for others Unhealthy relationships 	<ul style="list-style-type: none"> Stephen Hawking – Inspiring people Self-esteem Resilience Negative stereotyping Inclusion and acceptance Being responsible – consequences of stealing 	<ul style="list-style-type: none"> Feeling under pressure Looking after my wellbeing Healthy choices Exercise right, sleep tight Taking care of our bodies Being Responsible 	<ul style="list-style-type: none"> Exploring Diversity Cultural Diversity in the UK Migration Local Government What are our human rights? Conflicting rights 	<ul style="list-style-type: none"> Changing Bodies Emotional Changes Personal Hygiene Just the way you are (body image) Keeping my body safe Transition to Y6
Year 6	<ul style="list-style-type: none"> I am not a label – identity and belonging The cognitive triangle Thoughts are not facts Worry Facing your feelings Managing challenges and change 	<ul style="list-style-type: none"> People we love Happy and safe relationships Changing Relationships Secrets Respecting others' beliefs Am I a role model? 	<ul style="list-style-type: none"> Muhammad Ali - Inspiring people The working world Job skills Influences and goals Goals in different cultures Equal opportunities – no discrimination 	<ul style="list-style-type: none"> Managing Risk: Influences and pressure Managing Risk: Drugs and alcohol in the media Chancing it - Gambling Aware Choking – First Aid Emergencies and Calling 99 – First Aid Head injuries – First Aid 	<ul style="list-style-type: none"> Strong Societies British Values Magna Carta and the Justice system Discrimination Conflict and Mediation Extremism 	<ul style="list-style-type: none"> Change and Becoming Independent Positive and Healthy Relationships How Babies are Made Transition to high school – feelings and anxieties Transition challenges and opportunities

Equality Impact Assessment

<p>Names and titles of people involved with this assessment</p>	<p>Dr Mark Sackville-Ford Trust Director of Inclusion</p>												
<p>Title of Policy – RSE (Primary)</p>													
<p>Impact assessment carried out with regard to identified characteristics</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Race</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Disability</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Gender</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Age</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Religion & belief</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Sexual orientation</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	Race	<input checked="" type="checkbox"/>	Disability	<input checked="" type="checkbox"/>	Gender	<input checked="" type="checkbox"/>	Age	<input checked="" type="checkbox"/>	Religion & belief	<input checked="" type="checkbox"/>	Sexual orientation	<input checked="" type="checkbox"/>
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Sexual orientation	<input checked="" type="checkbox"/>												
<p>Summary of any issues/proposed changes</p>	<p>None</p>												
<p>Date</p>	<p>21 May 2022</p>												
<p>Date of next review</p>	<p>July 2023</p>												