




# Latimer Primary School

## Relationship and Sex Education (RSE)

<b>DATE APPROVED:</b> 15 <sup>th</sup> June 2022	<b>SIGNATURE CHAIR OF GOVERNORS:</b>  
<b>FREQUENCY OF REVIEW:</b> Three Years	
<b>DATE OF NEXT REVIEW:</b> 15 <sup>th</sup> June 2025	

Latimer Primary School has a statutory duty to provide age-appropriate Relationships and Sex Education (RSE) to all pupils as part of the school's curriculum. Our school aims to assure parents and pupils that all aspects of RSE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. All topics relating to RSE will be delivered in a sensitive manner as part of a whole school approach where parents and teachers work in partnership.

This policy is drafted by the PSHE (Personal, Social, Health and Economic Education) co-ordinator in consultation with the Head Teacher. Relationships and Health Education is compulsory in all primary schools in England; this is the same for all secondary schools with the addition of sex education. Parents are given the opportunity to discuss this policy at any time and Staff will be provided with accurate training and further resources to deliver lessons to pupils.

Pupils may also be involved of the development of this policy and we will endeavour to ensure pupils voices are heard in relation to content, delivery and how best they feel they would like to receive certain information.

### Policy aims

Guidance from The Department of Education ensures that all children and young people receive good quality RSE education.

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

The National Curriculum Framework (2013) states specifically that 'all schools should make provision for RSE, drawing on good practice.'

RSE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. RSE is learning about our bodies, health and relationships; with a particular focus on puberty, growing up and dealing with emotions. It also involves acquiring information, developing and forming positive beliefs, values and attitudes. **RSE is not about the promotion of sexual activity.**

The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions about their bodies and how to keep themselves safe throughout school life and in to adulthood.

Through the provision outlined in this policy we also aim to raise pupils' self-esteem and confidence; our aim is to develop communication skills that can help them stay true to their values if challenged by others, their peers or what they see in the media.

We aim to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and thereafter.

## **Roles and responsibilities**

### **School staff**

It is important that all teachers feel comfortable to take RSE classes and answer questions from pupils. If a teacher does not feel confident leading RSE discussions, then that is likely to be reflected by the pupils, and their learning will be compromised.

The school provides regular professional development training in how to deliver sex education and related topics; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching age-appropriate RSE is so important.

### **Governors and senior leaders will:**

- Develop this school policy and review it on an annual basis. This policy is developed in consultation with school parents, pupils and staff to ensure that it meets the needs of the whole school community.
- Ensure that all staff receive ongoing training on issues relating to PSHE and RSE and how to deliver lessons on such issues.
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to relationships and sex education.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of sex education to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensure that all RSE is age-relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure that the knowledge and information regarding all areas of RSE to which all pupils are entitled is provided in a comprehensive way.
- Support parental involvement in the development of the RSE curriculum.
- Ensure that their personal beliefs, values and attitudes will not prevent them from providing a balanced RSE in school.
- Communicate freely with staff, parents and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RSE related topics and sex education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate. We want the provision of sex education at home to be complementary to the provision the school provides, and this should be clearly communicated to parents and additional support given where necessary or requested.

**All staff will:**

- Take it upon themselves to ensure they are up to date with school policy and curriculum requirements regarding relationships, relationships and sex education. Any areas that they feel are not covered or inadequately provided for should be reported back to the PSHE co-ordinator or Head Teacher.
- Attend and engage in professional development training around relationships and sex education provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should take this concern to the Head Teacher. No one else should be informed at this stage, and a breach of confidentiality may fall under staff misconduct and disciplinary procedures.
- Provide regular feedback to their managers on their experience of teaching RSE and pupil response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If teachers need support in this area they should speak to the SEN coordinator.

**Pupils**

Pupils should support one another with issues that arise through RSE. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school behaviour policy.

We also hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to relationships and sex education or otherwise. Conversations of this nature between staff and pupils will be held in confidence; however, staff may take concerns to a named Designated Safeguarding Lead if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

**Parents**

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

School recognises the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore, we seek to work in partnership with parents/carers when planning and delivering RSE.

School will keep parents/carers informed about all aspects of the RSE curriculum, including when it is going to be delivered and the content. A letter to parents will be issued annually outlining the content of the curriculum.

The school expects parents to share the responsibility of RSE and support their children's personal, social and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE lessons. Parents are also encouraged to seek additional support in this from the school where they feel it is needed.

## **Implementation and curriculum**

At the heart of PSHE subjects there is a focus on keeping children safe, and our school plays an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

The DfE Guidance states that by the end of primary school, pupils should meet criteria under the following RSE topic headings:

- Families and people who care for me
- Caring Friendships
- Respectful relationships
- Online Relationships
- Being Safe

For PSHE the guidance states that by the end of primary and secondary school, pupils should meet the criteria under the following topics (the content of information will differ to reflect the age and understanding/challenges faced by pupils):

- Mental well being
- Internet Safety and Harms
- Physical health and fitness
- Healthy Eating
- Drugs, alcohol and tobacco
- Health and Prevention
- Basic first aid
- Changing adolescent body

## **National curriculum for science**

Maintained schools are required to teach the national curriculum for science. At key stages 1 and 2 this includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the national curriculum.

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding relationships and their health. It is important that pupils know the difference between fact, opinion and belief.

## **Curriculum organisation**

Pupils receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. The RSE programme is delivered through a variety of opportunities including:

- Designated PSHE time
- Use of external agencies/services
- School ethos
- Small group work
- Cross curricular links
- Assemblies

## **Guest speakers**

We may invite guest speakers into school to talk on issues related to RSE. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it.

## **Terminology**

Pupils will be taught the anatomically correct names for body parts. We will dispel myths and will also understand other names of body parts that can sometimes be used to replace the correct terminology. Sadly, adults who abuse children often use code names for private parts and we need to ensure children are aware of terminology in order to keep them safe. Lessons around keeping safe and how private parts are private must be addressed to ensure pupils are not left vulnerable.

## **Dealing with difficult questions**

It is important that all school staff feel comfortable to take PSHE and RSE classes and answer questions from pupils. If the teacher does not feel confident leading discussions then that is likely to be reflected by the pupils, and their learning will be compromised.

The school provides regular professional development training in how to deliver sex education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching RSE is so important. Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the PSHE co-ordinator or head teacher.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might be:

- An anonymous question box; this will enable pupils to feel more comfortable to ask questions without being identified
- Making the classroom a zone of silence; this means that whatever is discussed in the classroom stays in the classroom (unless a child is at risk) and should not be brought up at any other time.

## **Working Inclusively**

### **Pupils with special educational needs**

RSE must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities as they represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when preparing these subjects for those with SEND.

## **Withdrawal from elements of RSE**

The school aims to keep parents informed about all aspects of the RSE curriculum and urges parents to read this policy. There is no right to withdraw from Relationships Education at primary or secondary as the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught to ensure no child is left uninformed and vulnerable.

It is important that parents work in partnership with school to express any concerns so that these can be approached in a sensitive manner. Children and young people who are removed from RSE are often left

more confused and can also begin to feel less confident when discussing issues relating to relationships, bodies and growth.

Any parent wishing to withdraw their child from RSE should contact their child's class who will arrange a meeting to discuss their concerns. RSE is a vital part of the school curriculum and supports child development and we strongly urge parents to carefully consider their decision before withdrawing their child from this aspect of school life.

### **Complaints**

Our school ensures to communicate content of RSE and elements of PSHE therefore we would envisage that any concerns will have been spoken about to prevent PSHE related complaints. Parents or carers who have complaints or concerns regarding the PSHE/RSE curriculum should follow the school's complaints policy.

### **Equal opportunities**

RSE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to anything taught or discussed during RSE lessons will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the school's behaviour policy.

### **Safeguarding and confidentiality**

We aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's child protection and safeguarding procedure should be followed. Pupils will be informed prior to delivery of RSE lessons that confidentiality will remain unless school staff feel that a child is at risk of harm. This information will need to be passed on to a Designated Safeguarding Lead and the pupil/s will be informed of the procedure. #

Staff who breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's staff discipline, conduct and grievance procedures.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the headteacher and/or SEN co-ordinator to decide what is in the best interest of the child.

### **Female Genital Mutilation**

Primary school pupils are to understand *'each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact'* and *how to report concerns or abuse, and the vocabulary and confidence needed to do so.*

All staff are trained in the field of FGM and should follow the school's child protection procedure if they have concerns.

## **5. Monitoring, review and evaluation**

The educational and personal needs of our pupils are at the forefront of what we aim to achieve. We will continue to monitor and evaluate the work we deliver to ensure it is accessible for all and that it meets the needs of each pupil. To ensure we strive to deliver a relevant and inclusive RSE programme we will review our curriculum through the following means:

- Yearly feedback from pupils
- Yearly feedback from parents
- Classroom observations
- Effective PSHE leadership with a system of lesson observations and peer support
- Pupil and staff interviews/questionnaires
- Pupil/staff/parent surveys
- Samples of pupils' work

The school will review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents.

## **6. Support**

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to relationships and sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

If parents require further support on how to provide effective relationships and sex education at home or they would like to discuss the content of the school's PSHE/RSE curriculum, they should make an appointment with their child's class teacher via the office on [office@latimer.leics.sch.uk](mailto:office@latimer.leics.sch.uk).