

# LEECHPOOL PRIMARY SCHOOL RSE POLICY



## **Intent**

### **Aim**

RSE is taught at Leechpool Primary School as part of PSHE as part of a broad and balanced curriculum. The teaching of RSE will complement Leechpool's culture of inclusivity and the school's core value of respect and the 6RS. The aims of relationships and sex education (RSE) at our school are to ensure the following:

- 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 how families and relationships can take many forms.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Empower pupils to make informed choices about their lives and bodies.

### **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](#).

It is not a statutory requirement to teach sex education in primary schools however, it is recommended by the Government.

The [RSE Statutory Guidance 2020](#) Article 66 states the following:

"The national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty."

The Science curriculum requires that children in KS1 children learn to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

In KS2 children will be taught to:

- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

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](#).

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At Leechpool Primary School we teach RSE as set out in this policy.

## **Policy development**

As a school community, we are committed to working in partnership with parents and care givers.

This policy has been developed in consultation with staff and parents. It is the intention to continue to develop this policy further in discussion with pupils in the school council.

The consultation and policy development process involved the following steps:

- Review – a member of staff collated all relevant information including relevant national and local guidance.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Governor consultation – all school governors were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were invited to read, ask questions and comment on the policy online.
- Ratification – once amendments were made, the policy was shared with the governing body and ratified.
- Planned pupil consultation – to follow.

## **Definition**

The RSE curriculum at Leechpool is structured around the teaching of healthy relationships, including friendships and intimate relationships; families; growing and changing, including puberty; personal hygiene; changing feelings; becoming more independent; keeping safe (including online), diversity, personal identity and ownership over one's own body.

Pupils will also have opportunities to ask questions that help prepare them for relationships of all kinds in the modern world.

**RSE is not about the promotion of sexual activity.**

## **Curriculum**

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

We have developed the curriculum in consultation with parents/carers 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 age appropriate manner referring them to appropriate sources of information, which may include asking a family member.

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### **Primary sex education will focus on the following:**

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived (including IVF) and born

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

### **Implementation**

#### **Delivery**

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 such as values, morals, values, and choices are touched upon in religious education (RE). There is an overlap between this subject and other curriculum areas.

#### **Within Leechpool's PSHE curriculum, there are 6 areas of study:**

- relationship and sex and education (RSE)
- drug, alcohol and tobacco education
- physical health, including healthy eating and physical activity (fun, food and fitness)
- mental health
- behaviour and safety
- financial capability
- citizenship

The teaching of RSE takes place in the RSE module and is also touched upon or taught explicitly in the following modules: mental health, behaviour and safety and citizenship. While we revisit every aspect of our curriculum constantly, respectful relationships is a focus in Anti-Bullying week in the autumn term and children will also learn about the harmful effects of stereotyping and discrimination in Black History Month in October.

Teachers will deliver this subject tailoring it to the age, physical and mental maturity of the pupils, considering the needs of SEND pupils and the vulnerabilities of other pupils carefully. The family circumstances of the pupils will be considered carefully while delivering the subject. The subject will also be taught in a manner that is sensitive to the religious and cultural views represented in the school.

Pupils, who are permitted by their guardians, receive stand-alone sex education sessions delivered by the class teacher. The teacher must be known by and know the children well. These lessons will take place in the autumn term so that the subject can be returned to if appropriate. The teacher may also teach additional discreet lessons throughout the year if issues and concerns arise that pertain to the RSE curriculum.

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In unusual circumstances such as period of extended school closure, the school will consult with parents and carers giving the option for parents to deliver or facilitate the contents of Leechpool's RSE curriculum at home. The school will send guidance to parents about how to deliver these lessons. The class teacher will share the necessary resources, recommend books, and sources for further information. They will be available to answer questions from students and parents and to support the teaching of this subject.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me.
- Caring friendships.
- The promotion of respectful and positive relationships and recognising how these are linked to good mental health and wellbeing.
- The impact of stereotyping around gender and different sexualities.
- Online relationships, safety in online relationships and the potential consequences of sharing personal information/images digitally.
- Being safe within relationships and ownership over one's own body

In addition to reproductive lessons, children will learn the following:

- About the roles and responsibilities of carers and parents.

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, LGBTQI+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures). Along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). Children will be taught that all these relationships, family circumstances and identities are equally valued and valid in British society.

## **Roles and responsibilities**

### **The governing body**

The governing body will approve the RSE policy and hold the Headteacher to account for its implementation.

Chair of Governors: Stephen Humphries

### **The Senior leadership team and the PSHE Subject leader**

The Headteacher, the Senior Leadership Team and the PSHE Subject Leaders are responsible for ensuring that RSE is taught consistently across the school, and

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for managing requests to withdraw pupils from non-statutory components of RSE.

These staff members are also responsible for addressing concerns about the teaching of the subject expressed by parents and the school community where appropriate.

Headteacher: Nicola Davenport

Assistant Headteachers: Emma Payne, Robert Cooper

PSHE Subject Leaders: Olivia Morgan, Emma Payne

### **Staff**

Staff are responsible for:

- Demonstrating a consistent whole school approach to RSE (including teaching the correct terminology).
- Delivering RSE in a sensitive manner considering the safety of individual pupils.
- 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.

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 a member of the Senior Leadership Team and support and advice will be given.

### **Pupils**

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

### **Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

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

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

### **Training**

Breathing life into learning ... to be the best we can be  
Reviewed September 2021 to be reviewed September 2022

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Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

Visitors from outside the school, such as school nurses or sexual health professionals, may be invited in to provide support and training to staff teaching RSE.

### **Monitoring arrangements**

The delivery of RSE is monitored by the Senior Leadership Team and the PSHE Subject Leaders through the following:

- Informal meetings with the staff delivering this subject, planning scrutinies and learning walks.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- Pupil voice so they are able to express their opinion and be included in decisions that involve and affect them.

This policy will be reviewed annually. At every review, the governing body will approve the policy. Parents will be informed and consulted if changes are made.

### **Impact**

The impact of our RSE education are that the standards of attainment across the school will meet or exceed those that are expected of our children nationally. We continuously assess the impact of our RSE curriculum so that we achieve the highest outcomes possible across all year groups.

We ensure that this necessary platform is provided for all children so that they have a good understanding of the complexities of relationships and body changes and a secure knowledge and skills base to navigate their way through these, now and in the future. Through our RSE curriculum, we will enhance our children's education and help them to become confident individuals who have positive body awareness and an in-depth knowledge of how to keep themselves safe and healthy; they will, through respect, tolerance and understanding, forge and maintain positive relationships with a diverse range of family and friendship groups.

Our children will have the confidence to discuss the issues with an informed knowledge so that they can seek advice and support as they feel necessary.

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## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Autumn	<p><b>Keeping safe and well: looking after myself</b></p> <p>about personal safety and who they can talk to for help –NSPCC PANTS</p> <p>about germs and the importance of personal hygiene</p> <p>about people who help us to stay healthy and well (eg: dentists, doctors, nurses)</p>	<p><a href="https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/">https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</a></p> <p>A child’s eye view of people who help us</p> <p><a href="https://www.youtube.com/watch?v=y-Lzc0yV8Bc">https://www.youtube.com/watch?v=y-Lzc0yV8Bc</a></p>
Year 2	Autumn	<p><b>Relationship and Sex education: boys and girls, families</b></p> <p>to understand and respect the differences and similarities between people</p> <p>about the biological differences between male and female animals and their role in the life cycle</p> <p>the biological differences between male and female children – including using scientific names for body parts.</p> <p>about growing from young to old and that they are growing and changing</p> <p>that everybody needs to be cared for and ways in which they care for others</p> <p>about different types of family and how their home-life is special</p>	<p>A whole school curriculum for primary sex and relationship education, Islington Health and Wellbeing Team</p> <p><a href="..\Resources\SEX AND RELATIONSHIPS\Current scheme\Sex &amp; Relationship Education.pdf">..\Resources\SEX AND RELATIONSHIPS\Current scheme\Sex &amp; Relationship Education.pdf</a></p>

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Autumn/ Summer	<p><b>Mental health: working and playing together</b></p> <p>about being co-operative with others.</p> <p>how to solve simple arguments with peers.</p> <p>that teasing or bullying is unacceptable and what to do if you experience it</p>	See curriculum for suggested activities.
Year 3	Autumn	<p><b>Mental health: friendship</b></p> <p>about similarities and differences between themselves and others</p> <p>about what makes a good friend</p> <p>about dealing with issues that might arise</p>	See curriculum for suggested activities.
	Autumn	<p><b>Keeping safe: What is bullying?</b></p> <p>what bullying is, the different types of bullying and why it is unacceptable</p> <p>about recognising bullying</p> <p>about what to do if they witness or experience bullying</p>	See curriculum for suggested activities.
	Spring	<p><b>Mental health: dealing with feelings</b></p> <p>about different emotions and how to manage these</p> <p>that people can experience conflicting emotions at different times, such as times of loss and change</p> <p>about the process of grief and bereavement</p>	<p>See curriculum for suggested activities.</p> <p>Badger's Parting Gifts by Susan Varley</p>

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Autumn	<p><b>Relationship and Sex education: growing up and changing</b></p> <p>about the way we grow and change throughout the human lifecycle</p> <p>about the physical changes associated with puberty</p> <p>about menstruation and wet dreams</p> <p>about the impact of puberty in physical hygiene and strategies for managing this</p> <p>how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</p> <p>strategies to deal with feelings in the context of relationships</p> <p>to answer each other's questions about puberty with confidence, to seek support and advice when they need it</p>	<p>A whole school curriculum for primary sex and relationship education, Islington Health and Wellbeing Team</p> <p><a href="#">..\Resources\SEX AND RELATIONSHIPS\Current scheme\Sex &amp; Relationship Education.pdf</a></p>
Year 4	Summer	<p><b>Keeping safe: online /offline</b></p> <p>about behaviour – online and offline – what is acceptable and unacceptable</p> <p>about the importance of keeping personal information secure</p> <p>how to be safe in their computer gaming habits</p>	<p>How to report unacceptable behaviour online  <a href="http://www.ceop.police.uk/safety-centre/">www.ceop.police.uk/safety-centre/</a> or offline</p> <p>What is personal information?  <a href="https://www.stem.org.uk/resources/elibrary/resource/362346/personal-information">https://www.stem.org.uk/resources/elibrary/resource/362346/personal-information</a></p>

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Summer	<p><b>Mental health: stereotypes, discrimination and prejudice (including tackling homophobia)</b></p> <p>about stereotyping, including gender stereotyping</p> <p>about prejudice and discrimination (in relation to homophobia) and how this can make people feel.</p>	<p><a href="..\Resources\HOMOPHOBIA\homophobia.pdf">..\Resources\HOMOPHOBIA\homophobia.pdf</a></p>
Year 6	Autumn	<p><b>Sex and relationship education: healthy relationships / How is a baby made?</b></p> <p>about the changes that occur during puberty</p> <p>to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</p> <p>what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</p> <p>about human reproduction in the context of the human lifecycle</p> <p>how a baby is made and grows (conception and pregnancy)</p> <p>about roles and responsibilities of carers and parents</p> <p>to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it</p>	<p>A whole school curriculum for primary sex and relationship education, Islington Health and Wellbeing Team</p> <p><a href="..\Resources\SEX AND RELATIONSHIPS\Current scheme\Sex &amp; Relationship Education.pdf">..\Resources\SEX AND RELATIONSHIPS\Current scheme\Sex &amp; Relationship Education.pdf</a></p>
Year 6	Spring	<p><b>Mental health: healthy minds</b></p> <p>what mental health is</p> <p>know what can affect mental health and about stigma that surrounds it (including using appropriate language)</p> <p>what people can do to support their mental health and where people can get help</p>	<p>See curriculum for suggested activities.</p>

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Summer	<p><b>Keeping safe: out and about</b></p> <p>about feelings of being out and about in the local area with increasing independence</p> <p>about recognising and responding to peer pressure</p> <p>about the consequences of anti-social behaviour (including gangs and gang related behaviour)</p>	See curriculum for suggested activities.
Year 6	Summer	<p><b>Moving on: transition to secondary school</b></p> <p>about moving on to secondary school and how this feels</p>	See curriculum for suggested activities.

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>

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TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>

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TOPIC	PUPILS SHOULD KNOW
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

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## 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			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom