



Relationships and Sex Education (RSE) Policy

School Values

**ENJOYMENT HONESTY CARING RESPECT
EQUALITY**

The aims of the relationships and sex education at our school are to:

- Embed the RSE national curriculum into the Lark Hall curriculum including links across the curriculum, including; school vision and values, PSCD, science and RE. See PSCD curriculum and policy for a more detailed overview
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of family, friendships, sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies as well as how to express their feelings appropriately
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

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 that goes beyond the elements contained in the science curriculum. 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 Lark Hall Primary School, we teach RSE within our PSCD (Personal, Social, Character Development) curriculum, which includes bespoke, comprehensive and well-planned sex education sessions.

Defining Relationships and Sex Education:

When teaching about relationships we aim to give the children the building blocks and characteristics to build and sustain positive relationships.

Lark Hall's RSE curriculum is linked throughout the school within PSCD. Many of the aspects will be covered within weekly PSCD sessions which reflect the school's PSCD traits, such as Healthy Mind, Healthy Body, Self Regulation and Positive Relationships. Other aspects are taught within science lessons or bespoke health lessons where appropriate. PSCD at Lark Hall also incorporates teaching of sex education which is clearly outlined below and is additional to the national requirements. Parents are well informed of these additional sessions in advance, via letter and parents meeting, and have the option to remove their children from them if they see fit.

Relationships and Sex Education in the Science Curriculum

Many parts of relationships and sex education are compulsory - these are part of the national curriculum for science as outlined below:

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In **Key Stage 1** children learn:

- That animals including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In **Key Stage 2** children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction (In Years 5 and 6 this includes how the body changes during puberty, including menstruation, as well as reproduction in some plants and animals)
- About the main stages of the human life cycle

RSE in the health education curriculum is set out in Appendix 1 and focuses on relationships education and physical health and wellbeing.

Non - Statutory Sex Education at Lark Hall

We believe that teaching the below additional content to our children will ensure that they are taught facts before they are likely to access misinformation elsewhere. Modern concerns centre around online and social media exposure which children may not understand or may have misconceptions about. We recognise the importance of supporting this development. We also believe it will better prepare our children for transition to secondary school and support their personal and social development as they grow into young adults.

In Year 6, children are taught:

- **that for a baby to be made, sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means**
- **how a baby develops in the womb and how babies are born**

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education or health education content within the school curriculum, or from any statutory sex education that forms part of the national curriculum for science.

We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and cooperation.

In promoting this we will:

- Inform parents about the school's RSE policy and practice, including statutory Health, Relationship and Sex Education;
- Take seriously any issues or concerns that parents raise;
- Share videos, lesson plans and resources used and answer any questions that parents may have about sex education for their child;
- Share with parents in good time before any non-statutory sex education lessons are planned to give them opportunity to ask for further information or withdraw their children from these sessions.

Parents and carers who wish to exercise their right to withdraw their child from non-statutory sex education should talk with the class teacher, the PSCD leader, Assistant Head Teachers for Curriculum or the Head Teacher who will explore any concerns and discuss resources being used.

If parents wish to withdraw their child/ren from non-statutory Sex Education the Headteacher will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible the pupil will be withdrawn from the Sex Education element of the teaching programme. The Head teacher may delegate this responsibility where appropriate.

Children with SEND

Where it is appropriate, children with SEND will take part in sessions in line with the Equals curriculum. This is a modified curriculum which is specifically created to meet the needs of children with SEND and is used in Lark Hall's Centre for Autism.

Roles and responsibilities

The Head Teacher

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

Staff

Class Teachers are responsible for delivering the RSE curriculum.

Pupils

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

Training

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

The Head Teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangement

The delivery of RSE is monitored by PSCD Leaders throughout the academic year through:

- September checklist monitoring
- Termly monitoring by subject leader
- Deep Dives
- Learning Walks
- Pupil voice

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

Further Policies

In conjunction with this policy please also see:

- PSCD Curriculum and Policy
- Behaviour Policy
- Science Curriculum and Policy
- Safeguarding policy
- Teaching and Learning Policy
- RE curriculum

Appendix 1: Lark Hall HRE curriculum

Statutory requirements

National Curriculum Statutory Guidance linked [here](#)

	Area	Phase 1 (Yr 1 and 2)	1. Phase 2 2. (Yr 3 and 4)	Phase 3 (Yr 5 and 6)
	Families and people who care for me	<ol style="list-style-type: none"> 1. That families are important for children growing up because they can give love, security and stability. 2. 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. 	<ol style="list-style-type: none"> 1. 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. 2. 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. 	<ol style="list-style-type: none"> 1. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 2. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be life long.
	Relationships Education Caring friendships	<ol style="list-style-type: none"> 3. How important friendships are in making us feel happy and secure and how people choose and make friends 4. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded 	<ol style="list-style-type: none"> 3. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties 4. 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 	<ol style="list-style-type: none"> 3. 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"> 5. 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 6. The conventions of courtesy and manners 7. What bullying is and how to get help 	<ul style="list-style-type: none"> 5. The importance of self-respect and how this links to their own happiness 6. 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 7. Practical steps they can take in a range of different contexts to improve or support respectful relationships 8. About different types of bullying (including cyberbullying), how to recognise when others are being bullied and how to get help 	<ul style="list-style-type: none"> 4. 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 5. what a stereotype is, and how stereotypes can be unfair, negative or destructive 6. the importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> 8. that people sometimes behave differently online, including by pretending to be someone they are not 9. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them 	<ul style="list-style-type: none"> 8. 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 9. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them 	<ul style="list-style-type: none"> 7. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met 8. how information and data is shared and used online
Being Safe	<ul style="list-style-type: none"> 10. 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 (differences between nice secrets everyone will find out about eventually and other secrets) 11. how to recognise and report feelings of being unsafe or feeling bad about any 	<ul style="list-style-type: none"> 10. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) 11. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact 12. how to respond safely and 	<ul style="list-style-type: none"> 9. how to ask for advice or help for themselves or others, and to keep trying until they are heard, 10. how to report concerns or abuse, and the vocabulary and confidence needed to do so 11. where to get advice, for example family, school or other sources

		adult	appropriately to adults they may encounter (in all contexts, including online) whom they do not know	
	Mental Wellbeing	<p>12. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>13. that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>14. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>15. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (Links to ZOR - throughout Phase 2 and 3)</p>	<p>13. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p>14. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>15. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>16. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p>	<p>12. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</p> <p>13. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</p>
	Physical Health and Wellbeing			
	Internet safety and harms	<p>16. that for most people the internet is an integral part of life and has many benefits</p> <p>17. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p>	<p>17. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p> <p>18. why social media, some computer games and online gaming, for example, are age restricted</p> <p>19. where and how to report concerns and get support with issues online</p>	<p>14. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p> <p>15. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p> <p>16. where and how to report concerns and get support with issues online</p>
	Physical health and fitness	<p>18. the characteristics and mental and physical benefits of an active lifestyle</p>	<p>20. the risks associated with an inactive lifestyle (including obesity)</p>	<p>17. how and when to seek support including which adults to speak to in school if they are worried</p>

		19. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise		about their health
	Healthy eating	19. what constitutes a healthy diet	21. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) 22. the principles of planning and preparing a range of healthy meals	18. what constitutes a healthy diet (including understanding calories and other nutritional content)
	Drugs, alcohol and tobacco			19. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
	Health and Prevention	20. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing 21. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage.	23. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist 24. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn 25. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	20. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing 21. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer 22. the facts and science relating to allergies, immunisation and vaccination
	Basic First aid	22. how to make a clear and efficient call to emergency services if necessary	26. how to make a clear and efficient call to emergency services if necessary 27. concepts of basic first-aid, for example dealing with common injuries, including head injuries	23. how to make a clear and efficient call to emergency services if necessary 24. concepts of basic first-aid, for example dealing with common injuries, including head injuries

	Changing adolescent body			<p>25. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (Y5 + 6)</p> <p>26. about menstrual wellbeing including the key facts about the menstrual cycle (Y5 + 6)</p>
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Additional non-statutory requirements

	Area	<u>Phase 1</u> (Yr 1 and 2)	<u>Phase 2</u> (Yr 3 and 4)	<u>Phase 3</u> (Yr 5 and 6)
	Reproduction in humans	N/A	N/A	<ul style="list-style-type: none"> • that for a baby to be made, sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means (Year 6); • how a baby develops in the womb and how babies are born (Year 6).
	Sex Education			

