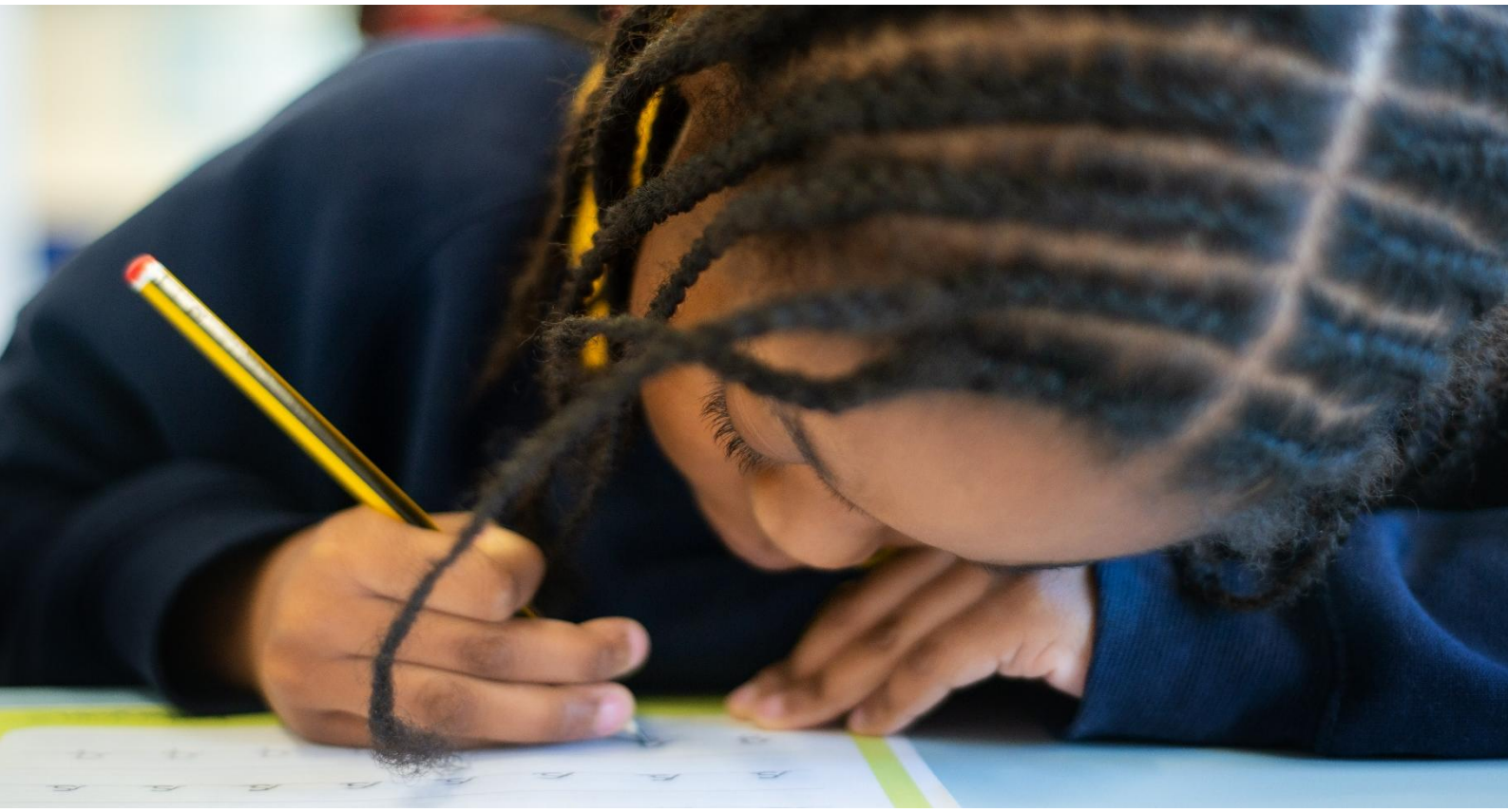
Laycock Primary School



Relationships and Sex Education (RSE) Policy

Approved by IEB:	Prudence Barnes-Kemp
Ratified and reviewed on:	TBC
Next review due by:	March 2027

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1. Summary

This is a summary of Laycock Primary School's relationships and sex education (RSE) policy. For further details please see the full policy and appendices. The purpose of this policy is to act as a central reference point to inform school staff, parents and carers, health professionals and visiting speakers of the school's approach to RSE.
This summary, with Laycock's RSE curriculum (Appendix 1), will be circulated to all staff and given to visiting speakers. Senior staff and staff teaching PSHE education should read the whole document. The RSE policy is made available to staff, parents and carers on the school website and hard copies are available upon request.
The RSE policy will be monitored by Aisha Khan (PSHE Leader) and reviewed every two years.

1.1 Definition of RSE

RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE within PSHE education aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships, understand acceptable and unacceptable behaviour and develop the skills to stay safe both off and online. It enables pupils to explore their own and others' attitudes and values and builds their self-esteem and confidence.

1.2 Roles and Responsibilities in school

The member of staff responsible for the co-ordination, development, monitoring and evaluation of RSE is Aisha Khan (PSHE Leader).

The governor or committee with oversight of RSE is Janine Killough.

1.3 Confidentiality and Safeguarding

Staff working with pupils cannot offer unconditional or absolute confidentiality. Staff have an obligation to inform pupils of this and to pass information on to the Laycock's designated safeguarding lead if what is disclosed indicates a pupil is at risk of harm.
If pupils disclose to visiting speakers, then the visitor should report this to school staff to follow up.
Our focus on relationships education will help children who are experiencing or witnessing unhealthy relationships know where to seek help and report abuse.

1.4 Parents' and carers' rights and partnership with school

Laycock works in partnership with parents and carers to educate children and young people about relationships and sex, consulting them regularly on the content of the RSE programme.
The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019 set out parents' right to withdraw their children from sex education other that which is part of relationships education, health education or other national curriculum subjects (such as biological aspects of human growth and reproduction within national curriculum science).
It is recommended that parents and carers arrange to meet with the relevant member of school staff to discuss this.

1.5 The RSE curriculum within PSHE education

See Appendix 1 for the summary of what is in the school RSE curriculum.

1.6 Visiting Speakers

Visiting speakers are briefed by the appropriate member of staff about the level of pupil awareness, ground rules of the class, the context and purpose of the visit, what pupils know and what they need to know.

Visiting speakers are given a summary of the school RSE policy, together with the RSE curriculum, which they are expected to follow.

2. Purpose of the RSE policy

This policy sets out the school's approach to relationships and sex education (RSE) and acts as the school's central reference point to inform school staff, parents and carers, health professionals and visiting speakers of the school's approach to RSE.
It is available on our school website; copies are available from the school office.

3. Legislation

In line with statutory guidance Relationships education, relationships and sex education (RSE) and health education (effective from September 2020), secondary schools are legally required to have a written RSE policy. Primary schools are legally required to have a relationships education policy and define any sex education they choose to teach other than that covered in the science curriculum. Islington primary schools are advised to teach relationships and sex education and we therefore have an RSE policy.

DfE guidance encourages primary schools to teach age-appropriate sex education however it is not a statutory requirement. Under this legislation, all primary schools are required to teach relationships education and health education (which includes some aspects of RSE).

4. Policy development

We have developed our RSE policy involving staff, governors, pupils, parents and carers in the following ways:
Pupils: focus groups; confidential questionnaire; classroom discussion
Parents and carers: meetings; letter home; PTA discussion
Staff and governors: training; discussion at meetings; audit of present RSE policy

5. Definition and purpose of RSE

We define relationships and sex education as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Through RSE within PSHE education we aim to give children and young people essential information and skills for building positive, enjoyable and respectful relationships, understanding acceptable and unacceptable behaviour and staying safe both off and online. It enables pupils to explore their own and others' attitudes and values, and aims to help build their self-esteem and confidence.
DfE guidance highlights the important role of relationships education in primary schools and RSE in secondary schools in prevention of sexual violence and sexual harassment.

The government guidance on relationship and health education, and the science national curriculum, detail what must be taught in primary schools. This includes teaching about changes to the human body as it grows from birth to old age (science). Health education includes teaching feelings as they relate to mental wellbeing, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries as well as the emotional and physical changes that take place during puberty. Appendix 1 shows when we teach the different aspects of this curriculum.
As well as the requirement to teach science, health and relationships education, the DfE encourages primary schools to also teach age-appropriate sex education. We believe that sex education is best taught as part of

an integrated programme of relationships and sex education (RSE) within PSHE education, in which sex is discussed in the context of respectful, healthy, adult relationships.
Sex education in primary school is content that is not included in relationships and health education or in science.
We have consulted with our parents and carers and have agreed that the following sex education (in addition to relationships and health education) will be taught within our PSHE programme. Parents can choose to withdraw their child from these elements of our curriculum. The following learning intentions and outcomes are from Islington's 'You, Me, PSHE' teaching programme and the ones that the Islington health and wellbeing team agree are sex education. The remaining learning intentions and outcomes in the programme are either health or relationships education, with some also reflecting learning in science which can be found in Appendix 2.

In Year 6

Pupils learn about human reproduction in the context of the human lifecycle:

- know that sexual intercourse may be one part of a sexual relationship
- can describe how babies are made and explain how sexual intercourse is related to conception

Pupils learn how a baby is made and grows (conception and pregnancy):

- can define conception and understand the importance of implantation in the womb
- know what pregnancy is, where it occurs and how long it takes

and additionally:

Pupils learn that contraception can be used to stop a baby from being conceived:

- know that a condom stops sperm from meeting an egg and therefore stops fertilisation
- know that women can take a pill to stop an egg being released, preventing conception
- understand contraception is both partners' responsibility

6. RSE Curriculum

At Laycock Primary School, we teach RSE as part of our planned PSHE education programme. Our RSE curriculum is set out in Appendix 1 and RSE is taught in Year 2, 4 and 6. Some elements are also included within the science curriculum.
The RSE curriculum has been planned with regard to the statutory guidance and the age and stage of pupils, and feedback from pupils, parents and staff.
The RSE curriculum links to, and has been planned to complement, learning in science, citizenship, RE and computing. On occasions, it may be supplemented by assemblies, theatre productions and visiting speakers.

7. RSE and safeguarding children

At Laycock Primary School we believe that alongside our safeguarding procedures, educating every pupil about acceptable and unacceptable behaviour, how to care for their bodies and protect themselves from physical and emotional harm is an important element of our work to keep pupils safe from harm. RSE within PSHE education enables pupils to:

- understand what is acceptable and unacceptable behaviour
- know their rights to be protected and kept safe
- understand potential dangers they could face
- be encouraged to adopt safe and responsible practices and deal sensibly with risk
- develop personal skills to protect themselves and others from unsafe influences and physical and emotional harm
- know when, how and who to ask for help.

Effective RSE is an important part of our work to address sexual abuse and sexual harassment, ensuring pupils, in an age and stage appropriate way, understand what respectful behaviour looks like, consent and that sexual violence and sexual harassment is always wrong.
Effective RSE, in bringing an understanding of what is and is not appropriate in a relationship, and providing a safe space, can occasionally lead to disclosure of a child protection issue. All staff have a duty to report concerns about pupils who we feel are at risk of harm or have suffered harm (including when we suspect that FGM has already been performed), to the DSL <name> or a deputy, as described in our safeguarding policy.

Teachers will let the DSL and other relevant staff know when they are teaching these topics, so we are all prepared to support pupils who disclose or are affected by the issues. Our focus on relationships education will help children who are experiencing or witnessing unhealthy relationships know where to seek help and report abuse.

Visiting speakers when working in the classroom are bound by the same conditions and must pass on any information they feel needs responding to via the member of school staff present or directly to the school's DSL.

In addition, teachers have a mandatory duty to report known cases of FGM to the police. They should ring the non-emergency 101 number within 48 hours, make a note of their actions and record the police reference number as evidence that they have complied with the duty. It does not apply if the teacher knows that another professional has already reported the same act of FGM.
Safeguarding young people who may be involved in underage sexual activity
Sexual activity is illegal for young people under the age of 16.
Under the Sexual Offences Act 2003, a child aged 12 or under is not capable of consenting to sexual activity, and penetrative sex is classified as rape. Therefore, if a child under the age of 13 discloses penetrative sex or other intimate sexual activity, the member of staff should always treat this as a safeguarding concern and talk to the DSL.

8. Teaching and learning in RSE as part of PSHE

RSE within our PSHE education is developmental and appropriate to the age and needs of every pupil. It is part of a well-planned programme, delivered in a safe and supportive atmosphere, where we aim for all pupils to feel comfortable to engage in open discussion and feel confident to ask for help if necessary.

Establishing a safe and supportive environment

Teachers will use a number of strategies and techniques to ensure that a safe and supportive environment is maintained at all times during PSHE (and RSE). These may include:

- Establishing boundaries for discussion and ensuring that issues of confidentiality are discussed before RSE lessons begin. These may be identified as class 'ground rules'.
- Each class/group works together to establish its own ground rules about how they would like everyone to behave in order to learn.
- Ensuring ground rules include not asking (or answering) personal questions.

- Distancing techniques such as role-play, third person case studies and an anonymous question box are used when teaching sensitive issues.

Teachers will be aware that some pupils will find the issues raised difficult, and will respond effectively and sensitively.

Good practice in teaching and learning

Teachers will ensure that lessons are inclusive, varied and suitably reflective of the society children live in:

- Using the correct terminology makes clear that everybody understands and avoids prejudiced or offensive language.
- Lessons contain a variety of teaching methods and strategies that encourage interaction, involvement and questioning: working individually, in pairs and groups; discussions; role play; prioritising activities; quizzes; research; case studies; games; circle time; visiting speakers.
- Resources are chosen to reflect a suitable range of cultures, identities and genders.
- Inclusive and non-heteronormative language e.g. referring to someone's 'partner' rather than 'boyfriend' or 'girlfriend' helps all children and young people to feel included and reduces assumptions about sexual orientation.
- Assessment supports effective teaching and learning, ensuring lessons meet the needs of pupils and enable pupil progress.

Answering pupils' questions

Teachers should have regard to the age and stage of the pupil(s) in answering their questions, both within PSHE lessons and the broader context of the curriculum plan for PSHE across the school. As far as possible, the principle is to answer appropriate questions openly and factually to address any misconceptions.

If unsure how to answer, or whether a question is appropriate or relevant to the whole class, a teacher can:

- speak to a pupil individually
- suggest that the pupil asks their parent/carer
- offer to find out the best way to answer the question and use the opportunity to discuss with a colleague and respond to the pupil at a later point.

Visiting speakers

RSE is best taught by confident teachers as part of an ongoing PSHE education curriculum. Visiting speakers can offer a different perspective and particular knowledge or expertise and reinforce the teaching within the classroom.

Visiting speakers are briefed by the appropriate member of staff about the level of pupil awareness, ground rules of the class, the context/purpose of the visit and what pupils know and what they need to know. Visiting speakers are given a summary of the school RSE policy, together with the RSE curriculum which they are expected to follow.

9. Inclusion

All children and young people, whatever their experience, background or identity, are entitled to good quality RSE that help them build a positive sense of self. The RSE programme and approach is inclusive of difference: gender identity, sexual orientation, ability, disability, ethnicity, culture, age, faith or belief or any other life experience. RSE lessons help pupils to explore discrimination, prejudice, bullying, aggressive behaviour and other unhealthy relationships.

Teachers agree to work within the school's framework for RSE as described in this policy. Their personal beliefs, values and attitudes should not affect their teaching of RSE.

Staff approach RSE sensitively, knowing that their pupils are all different and have different family groupings.

10. Working with parents and carers

Parents are the primary educators of their children about relationships and sex, particularly with regard to their views and values. We intend that our school's RSE should complement parents' and carers' role in RSE and we view this as a very important partnership. To this end, the school will consult with parents and carers wherever possible to decide on curriculum content, the exact terminology used in sex education lessons and at which stages during their child's education particular content is introduced. It is hoped that by this consultation there will be clear agreement regarding RSE provision.

The school

As well as being involved in the policy consultation process, the school informs and works with parents in the following ways:

- Special parents' evenings where the RSE programme is discussed during Year 2, 4 and 6.
- Before RSE lessons in Year 2, 4 and 6 a letter is sent to parents and carers describing the RSE their children will cover. In this way, parents and carers can be prepared to have conversations at home
- Workshops for parents on how to confidently talk to their children about sex and relationships
- Sharing information with parents on the school's principles and values and how these inform policies and the curriculum
- Information in newsletters and on the school website.

Parents' right to withdraw

The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, set out the rights of parents and carers to withdraw pupils from sex education (but not relationships or health education).

Parents have the right to withdraw their child from some or all of sex education, which does not fall within relationships education, health education or other national curriculum subjects (e.g. science). Head teachers will automatically grant a request to withdraw a pupil from any sex education in primary schools, other than

as part of the science curriculum. The DfE guidance states that, “Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.”

The details of the school’s planned programme of RSE (see Appendix 1) shows which aspects of the RSE programme are within statutory relationships or health education, and which are ‘sex education’ and are therefore aspects from which parents have the right to withdraw their child.

If parents would like to request that their child do not attend sex education lessons, they should notify the school in writing by completing the form in Appendix 3.

Parents will be asked to discuss the decision with the head teacher and will be informed what the national curriculum content is and what curriculum content their child can be withdrawn from. (See Appendix 1: the school’s planned programme of RSE and Appendix 2 science national curriculum: relationships and sex education). Parents will be made aware that there may be impromptu or incidental discussion of relationships and sex education topics in the classroom / in other subjects at times, from which it is not possible to withdraw pupils.

“Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers’ version of what was said in the classes, rather than what was directly said by the teacher” Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance

If the parents still decide to withdraw their child, then other arrangements will be agreed and made for them during this time. Parents will be encouraged to deliver sex education with their child at home instead.

11. Roles and responsibilities in school, including continuing professional development (CPD)

The member of staff responsible for the co-ordination, development, monitoring and evaluation of RSE is Aisha Khan (PSHE Lead).

RSE is taught by all class teachers.

The governor or committee with oversight of RSE is Janine Killough.

Any concerns regarding pupils that may emerge from the delivery of RSE will be referred to the Designated Safeguarding Lead within school who is Simon Cardy.

The PSHE Lead and Head of School consider the RSE training needs of staff. RSE training may be provided as whole staff briefing or training, training for selected staff, in-class support, and discussion with the PSHE lead as appropriate.

The policy is on the website and available upon request. All staff should familiarise themselves with the policy and refer to it as necessary.

The PSHE Lead will provide any visiting speakers with a copy of the policy in advance.

Appendix 1 – Laycock RSE Curriculum

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
RHE, Boys and girls and families	**Other Areas of PSHE**	**RHE, Growing up and changing**	**Other Areas of PSHE**	**RHE, Healthy relationships**	**Other Areas of PSHE**
• Pupils understand and respect the differences and similarities between people • Pupils learn about the biological differences between male and female animals and their role in the life cycle • Pupils learn the biological differences between male and female children • Pupils learn about growing from old to young and that they are growing and changing • Pupils learn that everybody needs to be cared for and ways in which they care for others • Pupils learn about different types of family and	**Drug, alcohol and tobacco education** • about what goes onto our bodies and how it can make people feel **Mental health and emotional well-being** • about being co-operative with others **Keeping safe and managing risk** • about personal safety and who they can talk to **Identity, society and equality** • about people that are special to them and what they do	• Pupils learn about the way we grow and change throughout the human lifecycle • Pupils learn about the impact of puberty in physical hygiene and strategies for managing this • Pupils learn about the physical changes associated with puberty • Pupils learn about menstruation and wet dreams • Pupils learn how puberty affects emotions and behavior and strategies for dealing with the changes associated with puberty • Pupils learn strategies to deal with feelings in the context	**Mental health and emotional well being** • about similarities and differences between themselves and others • about what makes a good friend • about dealing with issues that might arise in friendship • about different emotions and how to manage these	• Pupils learn about the changes that occur during puberty • Pupils learn to consider different attitudes and values around gender, stereotyping and sexuality; their origin and impact • Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate friendships **Sex Education:** • Pupils learn about human reproduction in the context of the human life cycle • Pupils learn how a baby is made and grows (conception and pregnancy)	**Mental health and emotional well being** • about stereotyping including gender stereotyping • about prejudice and discrimination (in relation to homophobia) and how this can make people feel

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
RHE, Boys and girls and families	**Other Areas of PSHE**	**RHE, Growing up and changing**	**Other Areas of PSHE**	**RHE, Healthy relationships**	**Other Areas of PSHE**
how their home-life is special		of relationships		• Pupils learn about roles and responsibilities of carers and parents **Year 6, Contraception** • Pupils learn that contraception can be used to stop a baby from being conceived	

Appendix 2- The Science Primary curriculum

Science Primary curriculum

Key Stage 1

Year 1

Animals, including humans

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2

Animals, including humans

- Notice that animals, including humans, have offspring which grow into adults.

Upper Key Stage 2

Year 5

Living things and their habitats

- Describe the life process of reproduction in some plants and animals

  (Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.)

Animals, including humans

- Describe the changes as humans develop to old age

  (Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.)

Appendix 3- Request to withdraw child from sex education within RSE

Please complete the form below to request a meeting with the school about withdrawing your child from sex education within RSE

To be completed by parents			
Name of child		**Class**	
Name of parent		**Date**	
Reason for wishing to withdraw 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	