

## Relationships and Sex Education Policy

This Policy applies to the whole school and is published to staff, pupils and parents

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Approval: Education, Teaching and Learning Committee

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### Contents

Rationale .....	1
Purpose.....	2
Key Roles and Responsibilities.....	2
Aims and Objectives of Relationships Education and Relationships and Sex Education Policy .....	2
Safeguarding .....	3
SMSC Learning .....	3
Framework for Relationships Education and Relationships and Sex Education Programme.....	3
Consultation .....	4
Parents' Right of Withdrawal .....	5
Working with Parents .....	5
Assessment.....	5
Procedures for Policy Monitoring and Evaluation.....	5

### Rationale

At Longridge Towers School we believe that all children should receive teaching that supports their development into mature, active citizens. As part of the Personal, Social, Health and Economic Education, Relationships Education (Junior), and Relationships and Sex Education (Senior) builds on both the statutory national curriculum for science and requirements as published in the Government guidance “Relationships and Sex Education (RSE) and Health Education”

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Parents and carers will be informed about the policy through annual communication from .... in the Senior School; within the Junior Department, the policy will be shared annually at class meetings at the start of each academic year. The policy is available to parents and carers

through the School website. If you require this policy in any other format, please contact [enquiries@lts.org.uk](mailto:enquiries@lts.org.uk)

## **Purpose**

At Longridge Towers School we believe that each child should have the opportunity to learn and to achieve to their highest attainable level. We strive to meet the needs of all children across the spectrum of abilities, regardless of age, sex, gender, sexual orientation, ethnic or social background and taking account of their individual talents and any special educational needs.

We will provide in a safe and welcoming setting, Relationships Education and Relationships and Sex Education that is challenging, interesting, informative and relevant. The purpose of this policy is to set out the ways in which the School's provision for this area supports pupils through their spiritual, moral, social, emotional and physical development and prepares them for the opportunities, responsibilities and experiences of life and adulthood.

Our teaching ensures that pupils have an age-appropriate understanding of different types of relationships which may exist both online and offline, appropriate boundaries of behaviour and what constitutes inappropriate behaviour, consent, characteristics of healthy and unhealthy relationships, how relationships impact on physical and mental wellbeing, sexual health and reproductive choices. A safe, supportive and structured programme of education is delivered in school to provide children with information about changes and situations they may experience *before* they happen to them.

## **Key Roles and Responsibilities**

Sandra Bullen: Junior School Head of P.S.H.E., Deputy Designated Safeguarding Lead for Junior Department and EYFS

Charlotte Barber: Head of Senior School P.S.H.E., Designated Safeguarding Lead

Sarah Maddock: Designated SLT Member

Jacqui Antrobus: Lead Governor

## **Aims and Objectives of Relationships Education and Relationships and Sex Education Policy**

At Longridge Towers School we will:

- Generate an atmosphere where children can be comfortable about asking questions about gender, sexuality, sexual relations and reproduction;
- Provide biologically accurate vocabulary for all parts of the male and female bodies and their functions;
- Counteract misinformation about relationship and sex;
- Explain the nature of human reproduction using age appropriate language;
- Stress the value of family life (widely defined) and the importance of proper care and nurture;
- Help children understand and communicate about forthcoming pubertal changes;
- Help children to understand that they have rights and control over who touches their bodies;
- Enable children to understand what constitutes age-appropriate affectionate behaviour and that no-one, whether a stranger or someone they know, has the right to ask them to participate in behaviour or activities which makes them feel uncomfortable;

- Help them to develop strategies to resist and report such situations;
- Enable children to identify key features of healthy relationships, and also key features of unhealthy relationships;
- Enable children to understand the importance of consent within any relationship;
- Provide children with the knowledge to make informed choices about relationships both online and offline;
- Enable children to understand that managing online relationships appropriately and safely is as important as managing offline relationships;
- Signpost a variety of support services which they can access with regard to relationship challenges and sexual health;
- Provide explanations and reassurances about these physical and emotional changes and help children to adjust to them;
- Raise awareness of the value of equal opportunities;
- Answer awkward questions honestly and frankly, whilst reserving the right to refer age-inappropriate questions to parents or guardians (please also see below regarding Safeguarding);
- Help children to be aware of the importance of personal hygiene;
- Provide a variety of resources appropriate to the age and ability of the child.

### **Safeguarding**

Staff delivering Relationships Education and Relationships and Sex Education are aware that the very nature of this area of education may lead to pupils making a disclosure or raising a concern which will require consideration under the School's Child Protection (Safeguarding) Policy. This may be a direct disclosure by a pupil, or an indirect one e.g. where a pupil appears to have age inappropriate sexual knowledge. Any concerns raised should be discussed with the Designated Safeguarding Lead in the first instance in line with the School's Child Protection (Safeguarding) Policy. The School has a legal duty of care to make a formal referral to social services if there is a risk that a child has suffered or is likely to suffer significant harm and, where a possible crime has been committed, the Police will also be informed.

### **SMSC Learning**

Relationships Education and Relationships and Sex Education is about relating to other people, respecting the rights and feelings of others, developing loving, caring relationships as friends, parents, members of a family and sexual partners. It also involves learning to say 'no' to unwanted sexual advances and how to protect oneself from abuse and exploitation. Our programme of sex education respects religious, moral and cultural viewpoints and acknowledges diversity in sexual orientation and gender. The School has a zero-tolerance approach towards any form of sexual bullying, whether physical, verbal or through the use of technology, and to any form of sexual harassment or violence.

### **Framework for Relationships Education and Relationships and Sex Education Programme**

The School uses the Jigsaw PSHE curriculum and Scheme of Work to implement a whole school approach to learning. This incorporates Relationships Education for the Junior Department and Relationships and Sex Education for the Senior School via the 'Changing Me' and 'Relationships' units. This scheme of work is spiral, progressive and comprehensive

in content, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. Content is relevant to the age, experience and maturity of the pupils.

### Junior Department

In the early school years, the 'Changing Me' aspect of the Jigsaw Scheme of Work focuses on areas such as knowing the name and function of some parts of the body including correctly naming male and female private parts and acceptable and unacceptable types of touch. In Key Stage 2 lessons will focus on growing and changing, differences between males and females, the needs of babies, puberty, conception and reproduction. The National Curriculum for primary Science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. At Longridge Towers School, we teach some aspects of sex education within Year 5 and Year 6 Science lessons when describing life processes and reproduction in some plants and animals.

In the early school years, the 'Relationships' aspect of the Jigsaw Scheme of Work focuses on healthy friendships and different families, about people in school and who to ask for help. In Key Stage 2 lessons focus on resolving conflicts within friendships, families, types of secrets, staying safe online, gender stereotyping, the rights of children, the importance of good mental health, loss and grief.

Staff who teach Relationships and Health Education have received appropriate support and training within school, and will continue to do so as the Jigsaw Scheme of Work is further embedded. Teachers are trained to deal with children's questions honestly and with balance. Pupils are allowed to share their questions and concerns with staff in confidence, without fear of being judged or reprimanded. It is the professional duty of staff to explain the meaning of confidentiality to young people and to avoid making an unconditional promise of confidentiality.

### Senior Department

The Senior School units within 'Changing Me' and 'Relationships' cover: physical and mental changes in puberty, reproduction, physical attraction, different types relationships and intimate relationships, behaviours in healthy and unhealthy romantic relationships, sexuality, gender, consent, contraception and family planning, IVF, parenthood, pornography, sexual health and sexual risk, personal safety, and different types of support in managing sexual health and relationships.

### **Consultation**

The Relationships and Sex Education Policy has a special level of sensitivity, and is one that will be shared with teaching staff, parents and carers of our pupils on an annual basis.

When reviewing, revising and updating this policy, the following sources of information and opinion should be consulted:

- Designated Safeguarding Lead/Head of Senior School P.S.H.E, the Head of Junior Department and the Deputy Head of the Junior Department/Deputy Designated Safeguarding Lead/Head of Junior School P.S.H.E.
- Chair of Governors;
- Governor with responsibility for Pastoral Care;
- Updated DfE and Government guidance;

- P.S.H.E. Association;
- Parents should be consulted if a major change to this policy is undertaken.

## **Parents' Right of Withdrawal**

### Junior Department

Relationships Education is statutory in all primary schools. The content of the Jigsaw P.S.H.E. Scheme of Work is therefore compulsory for all Junior pupils. Whilst Sex Education is not compulsory in primary schools, the Department for Education continues to recommend that all primary schools should have a Sex Education programme tailored to the age and physical and emotional maturity of the pupils. As mentioned previously, at Longridge Towers School, we teach some aspects of sex education within Year 5 and Year 6 Science lessons when describing life processes and reproduction in some plants and animals.

Parents have the right to withdraw their children from parts of the School's Relationships Education, which go beyond the statutory requirements of the National Curriculum. The School will notify parents before such teaching takes place and invite them to a class meeting at the start of each year to look at the School's R.S.E. policy, schemes of work, lesson plans and resources that will be used. If a child is withdrawn, then alternative arrangements for supervision and teaching will be made in school by staff.

### Senior Department

After discussion with the Head of P.S.H.E., parents have the right to withdraw their children from any or all parts of the school's programme of Relationships and Sex Education, that go beyond the statutory requirements of the National Curriculum in science and the Relationships Education and Relationships and Sex Education guidance. An information evening is held early in the academic year, where the content of the P.S.H.E. and Relationships and Sex Education programme for Senior pupils is shared with parents. Parents are asked to contact the School should they wish to discuss which aspects they would prefer the School not to cover with their children. Alternative provision will be made for the supervision and teaching of any pupils who are withdrawn. Parents should note that pupils themselves have the legal right to request sex education from three terms before they turn 16 – the legal age of sexual consent. The School is then obliged to make arrangements for this to happen in one of those three terms.

## **Working with Parents**

Parents are the key figures in helping their children to cope with the emotional and physical aspects of growing up, and also in preparing them for the challenges and responsibilities which sexual maturity brings. We consider that our teaching of Relationships Education and Relationships and Sex Education is complementary and supportive to the role of parents. In this regard, parents are invited to offer their views about its content and presentation.

## **Assessment**

Assessment for RSE is through the PSHE programme and lessons, and is mainly class discussion based although individual and group tasks may be used where appropriate.

## **Procedures for Policy Monitoring and Evaluation**

The School Governors will review the policy every two years, looking especially at recent official documentation, research and comments from parents and pupils. The teaching

programme will be reviewed regularly by the Head of the Junior Department, the Junior School Head of P.S.H.E. and the Head of Senior School P.S.H.E.