

Lythe Church of England School

Relationships and Sex Education Policy

June 2021

Aims

The aims of relationships and sex education (RSE) at our school are to:

- 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 issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their 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](#).

We are not required to provide sex education, but we do need to teach the elements of sex education 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 Lythe Church of England Primary School we teach RSE as set out in this policy.

Policy Development

This policy has been developed in consultation with governors, staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review –relevant information was collected and considered, including national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and carers were invited to provide feedback about the policy and engage in dialogue with the headteacher to discuss any concerns
4. Pupil consultation – we investigated what pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It helps pupils gain accurate information, develop skills, and form positive beliefs, values and attitudes.

It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative friendships and relationships, and for staying safe online.

This enables children to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

Relationship Education

From September 2021, Relationship Education is compulsory for all primary schools, and forms part of our safeguarding provision. In line with DfE guidance we will focus on:

1. Families and people who care for me
2. Caring friendships
3. Respectful relationships
4. Online relationships
5. Being safe

Sex Education

At Lythe School this will focus on:

- learning about human body parts
- human growth
- puberty
- reproduction

Health Education

At Lythe School this will focus on:

- Mental wellbeing
- Internet safety and harms
- Physical health & fitness
- Healthy Eating
- Drugs, alcohol & tobacco
- Health & prevention
- Basic first aid
- puberty

Sex Education is not taught in isolation, but instead makes links and references to content taught in the Science National Curriculum and the PHSE Curriculum. RSE does not promote sexual activity.

The right to withdraw

As some elements of the Sex Education are also covered in the Science Curriculum (puberty, human body parts and reproduction) families do not have the right to withdraw their children from this aspect of the curriculum, but do have the right to withdraw their children from non-statutory components of sex education within RSE. **Please note this withdrawal only applies to children in Years 5 and 6 following the non-statutory sex education programme.**

This decision must be discussed with the Headteacher and placed in writing prior to sessions taking place. Parents/carers are informed in writing in advance of the sessions being taught and are given the opportunity to view the teaching materials.

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

As the government made Relationship Education statutory in September 2020, this is also not a curriculum area that children can be withdrawn from.

Relationship and Sex Education in our Church School

Our Christian vision and values shape all we do at Lythe School. Through RSE, we aim to teach our children that:

- All are made in the image of God and are loved by God.
- All have a high self-worth and esteem as unique people.

- Children are encouraged to grow to understand the unique gift of everyone else

Pupils of all faiths and cultures have an entitlement to RSE and the religious background of all pupils will be taken into account when planning teaching to ensure that topics are appropriately handled. Faith perspectives will be covered as part of the RE curriculum.

Rationale

**** clear rationale will include results of consultation****

Delivery of RSE

RSE is taught and assessed using the PHSE Association Programme of Study to ensure a broad curriculum. Some aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). All RSE teaching is age-appropriate in approach and content, and progression of learning can be seen in the scheme of work on the school website www.lythe.n-yorks.sch.uk.

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, LGBT 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).

Pupils also receive stand-alone sex education sessions delivered by the class teacher and teaching assistant in Year 5/6 (see below), however, during their time in Key Stage 1 and Key Stage 2, children will learn about the names of external genitalia and how to keep themselves safe. A summary of this is described in this policy.

Delivery of Sex Education Programme at Lythe

A clear programme of each session within the Year 5 and 6 lessons, including resources and key language and concepts, is included in this policy. The timing of this programme varies, but will often take place during the summer term. This will be repeated in Year 5 and Year 6. Letters will be sent home to families prior to these sessions taking place. Throughout each Sex Education lesson, a clear set of ground rules are established and revisited with children. These rules are designed to provide and promote a safe space for all involved in the sessions. The ground rules will be shared with parents within the information sent home ahead of the sessions.

Content will be made accessible to all pupils regardless of ability. This includes children with Special Educational Needs and disabilities.

Before the Year 5 and 6 sessions, children will be taught:

- **Year 1** : the names for different body parts which include the names for external genitalia. This will be taught as part of science, when children will identify the names of body parts, arms, legs, knee etc.
- **Year 1/2/3**: physical contact is acceptable or unacceptable. To support us in delivering this message to the pupils we use information from the NSPCC Underwear Rule campaign. This is taught as part of PHSE.
- **Year 4**: children start to learn that their body and emotions will change as they get older and continue to build on learning about the key components of a healthy relationship and how to keep themselves safe both on and off line. This is taught as part of PHSE and RHE. **This learning continues in Year 5 and 6.**

Roles and Responsibilities

The governing body

Governors will ensure that we have an up-to-date policy which covers all statutory requirements and will work with the Headteacher to engage families and ensure that they are fully informed. They will agree that sex education will be taught, and ensure that that RSE is well taught and assessed.

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for managing requests to withdraw pupils from non-statutory components of RSE and keeping governors informed. The Headteacher will also monitor the effectiveness of teaching, providing staff training opportunities and keeping parents informed about the curriculum requirements. Some tasks may be delegated to the subject lead if this is not the Headteacher.

Staff

Staff are responsible for delivering the RSE curriculum effectively and in a sensitive way, and for accessing appropriate training. They respond to the needs of individual pupils, including those with SEND, and are aware that children with SEND may be more vulnerable to exploitation or bullying.

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress of pupils' understanding in RSE
- 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 the headteacher.

Pupils

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

Working with external agencies

The headteacher may also invite visitors from outside the school, such as school nurses or eg NSPCC, to provide support and training to staff teaching RSE. Visitors will be carefully vetted in line with this policy and our Visitors' Policy.

Monitoring Arrangements

The delivery of RSE is monitored by the RSE Subject Leader and headteacher through a variety of means including pupil voice, planning scrutiny and learning walks.

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

This policy will be reviewed by the RSE Subject Leader at least every three years. At every review, the policy will be approved by the governing body.

Safeguarding & Confidentiality

RSE can be a sensitive issue. To protect privacy and ensure respect, staff will develop ground rules with pupils at the onset of work, and all conversations will follow our Safeguarding Policy. Children will be taught how they can ask for help or more information, and all conversations will be handled sensitively and without judgement.

Curriculum Content

RSE

The content of the curriculum for KS1 and KS2 can be seen in the PHSE Association Scheme of Work on the school website on www.lythe.n-yorks.sch.uk

Sex Education

How will sessions be delivered?

- The programme is delivered over a number of sessions by the class teacher and teaching assistant.
- Sessions will be taught with both year groups and, in some sessions, single sex and for some, single year groups (see outline).
- Families are informed of the programme by letter. Families are encouraged to 'follow up' the school programme with discussions at home, possibly using the websites.
- Families have the right to withdraw their child from all or part of the programme. Those families wishing to exercise this right are invited to discuss their objections and concerns, and to reflect on the impact withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the programme until the request for withdrawal has been removed.

How will sessions be resourced?

- A range of interactive resources and videos are used to support the delivery of sex education at Lythe. These videos can be found on the "Busy Bodies" website. The three videos used are:

What happens during puberty?

How boys' bodies grow and develop during puberty

How girls' bodies grow and develop, including menstruation

The NSPCC Pants Rule is used to support children in understanding appropriate and inappropriate touch.

Discussion prompts and quizzes are used from the resource book 'Sex and Relationship Education 9- 11' by Molly Potter (A & C Black Publishers) ISBN: 9781408110874

All resources are available to purchase/view online, or can be reviewed in school, by making an appointment with the Headteacher.

Questions Throughout sessions

Children are encouraged to ask questions. However, at the end of each session, children are also given an opportunity to write a question and place it in the basket. Whilst questions are then answered to the class anonymously, children are asked to write their names on questions. This is to ensure that if any concerns are raised, they can be addressed. Alternatively, if questions are unable to be answered (for example, content goes beyond the policy guidance) children can be directed to where this information can be found, or to a discussion with another family member to find the answer.

The programme below outlines sessions for Year 5 and Year 6, and will be repeated for children in Year 5 and then in Year 6. Some sessions will be for Year 6 children only. Sessions take place over a number of days/weeks, depending on the individual group.

Session	Who?		Aims of the session	Activities	Key vocabulary
1	Two members of staff	Boys and Girls	<ul style="list-style-type: none"> • Introduce Ground Rules of the programme • Know and use the correct names for body parts • Identify the changes that will happen to bodies during puberty 	<ul style="list-style-type: none"> • Explain rationale for sex education teaching • Agree ground rules • Identify correct terms for body parts (resource sheet to complete) • Watch Busy Bodies “Puberty” video • Post questions in ‘questions box’ 	puberty, hormones, testosterone, oestrogen, genitalia, penis, testicle, scrotum, testes, pubic hair, sweat, breasts, vagina, period, hygiene
2	Two members of staff	Boys	Know about the physical and emotional changes of puberty in boys	Review Ground Rules Review names of body parts (activity sheet) Watch Busy Bodies “Changes to boys” video (including erections and wet dreams) Post questions in ‘questions box’	penis, testicles, testes, scrotum, pubic and arm pit hair, facial hair, voice breaking, smegma, erection, wet dream, masturbation
	Two members of staff	Girls	Know about the physical and emotional changes of puberty in girls	<ul style="list-style-type: none"> • Review Ground Rules • Review names of body parts (activity sheet) • Watch Busy Bodies “Changes to Girls” video (including periods) • Samples of sanitary products shared, including identifying locations of products in school • Post questions in ‘questions box’ 	vagina, breasts, pubic and arm pit hair, fallopian tubes, ovary, ova, egg, period, menstruation, tampon, sanitary towel, cycle, masturbation, labia, clitoris, vulva
3	Two members of staff	Boys	Know about the physical and emotional changes of puberty in girls	<ul style="list-style-type: none"> • Review Ground Rules • Review names of body parts (activity sheet) • Watch Busy Bodies “Changes to Girls” video (including periods) • Samples of sanitary products shared, including identifying locations of products in school • Post questions in ‘questions box’ 	vagina, breasts, pubic and arm pit hair, fallopian tubes, ovary, ova, egg, period, menstruation, tampon, sanitary towel, cycle, masturbation, labia, clitoris, vulva

	Two members of staff	Girls	Know about the physical and emotional changes of puberty in boys	<ul style="list-style-type: none"> Review Ground Rules Review names of body parts (activity sheet) Watch Busy Bodies “Changes to boys” video (including erections and wet dreams) Post questions in ‘questions box’ 	penis, testicles, testes, scrotum, pubic and arm pit hair, facial hair, voice breaking, smegma, erection, wet dream, masturbation
4	Two members of staff	Year 6 Boys and Girls only	Understand how a baby is made	<ul style="list-style-type: none"> Review Ground Rules Children to recap key language and learning. Links to science learning about growth and reproduction, explaining, from a scientific and biology point of view, how this occurs in humans. Post questions in ‘questions box’ 	sperm, egg, reproduction intercourse, penis, vagina
5	Two members of staff	Boys and Girls	Gain a clear understanding of good/bad touch and the rights of our own bodies.	<ul style="list-style-type: none"> Review Ground Rules NSPCC ‘PANTS’ rule Activity – “The rights over your own body” Reinforce how to keep safe on the internet and what to do if inappropriate images appear. Post questions in ‘questions box’ 	private, inappropriate, appropriate, touch, masturbation, respect, safety, rights, online safety
6	Two members of staff	Boys and Girls	<ul style="list-style-type: none"> Gain an understanding about positive body image and feeling comfortable in our own bodies. 	<ul style="list-style-type: none"> Review Ground Rules What do we mean by body image? Post questions in ‘questions box’ 	body image, stereotype, respect, comfortable