

Larkspur Community Primary School



Relationship and sex education policy

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1. 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

Developing positive relationships is engrained into the ethos of Larkspur Community Primary School. We ensure positive healthy relationships are part of culture and modelled at all times to our pupils – between adults, between adults and children and between peers.

2. Statutory requirements

Larkspur Community Primary School:

As a maintained primary school, we must provide relationships education to all pupils under 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](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Larkspur Community Primary School, we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant 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/carers are notified about a change in the policy and are signposted to it on the school website. They will then be given two weeks to provide feedback and ask any questions.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

RSE is giving children a basic understanding of what sex is, consent, being safe, consequences and what a healthy sexual relationship is.

5. Curriculum

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

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born
- Sexual safety – STDs and pregnancy

- A healthy sexual relationship - consent

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

6. Delivery of RSE

RSE is taught within the Personal, Social, Health, Education curriculum (PSHE). Biological aspects of RSE are taught within the science and PSHE curriculums, and other aspects are included in religious education (RE). Larkspur Community Primary School delivers an age appropriate RSE curriculum through a wide range of teaching methods and activities which are focused to enable pupils to actively participate in their own learning. It is built around the core skills of attitudes and values, personal and social skills and knowledge and understanding.

We aim to develop in our pupils an understanding of the physical, biological, emotional, social, spiritual, legal and moral aspects of sex and sexuality. We teach RSE within the wider context of building self-esteem, emotional well-being, relationships and healthy lives which begins in Early Years and is implemented in each year group through to Year 6. This prepares our pupils for the opportunities, responsibilities and experiences of adult life.

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

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Within sex education we aim to teach children:

- What sexual intercourse is
- What a sexual relationship is
- What an STI is and how to be safe
- To know when physical contact is unacceptable and how to respond

Language acceptable and appropriate in RSE lessons.

All staff will:

- Use the correct terms for all body parts as this is deemed good practice,
- Openly identify what 'slang' words mean (where appropriate).
- Avoid the use of any slang when teaching once the correct terminology has been introduced.

We are a Kidsafe school and, consequently, in Kidsafe sessions we teach children about relationships, and we encourage children to discuss issues. We teach about positive relationships, rules and boundaries within relationships and with trusted adults.

Scientific aspects of RSE are taught within the science curriculum. Year 5 children learn about the human lifecycle and puberty. Terminology such as sperm and egg will be used.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher 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 (see section 9).

7.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science 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.

All staff will be responsible for teaching RSE across school.

7.4 Pupils

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

8. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory/non-science 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 school work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their professional development.

The headteacher 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 where appropriate.

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE lead through:

- Learning walks
- Lesson visits/observations
- Pupil and staff discussions
- Work scrutiny

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

This policy will be reviewed by the subject lead annually. At every review, the policy will be approved by the headteacher and governing body.

11. Safeguarding

RSE may bring about disclosures of safeguarding issues and all staff are conversant with the procedures for reporting concerns. In these cases, the school's Safeguarding Policy will be referred to.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

The schools full PSHE/RSE curriculum map is outlined below.

Full RSE units are – Be Yourself, TEAM, Growing Up, VIPs – however elements of relationship education is interwoven throughout all units of work.

Teachers have the freedom to change the order of how the topics are taught throughout the school year allowing them to tie in with other curriculum subjects.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	Autumn 1	Aiming High: • Our star qualities • Positive learning attitudes • Jobs • How interests and skills can lead to job choice • Future goals and how to achieve them • Changes related to learning
	Autumn 2	TEAM: • Teams they belong to and how this feels • Being a good listener • How to be kind and why it is important • Unkind behaviour (teasing/bullying) and what to do if you see it • How to be a positive learner • Identifying good and not so good choices

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Spring 1	Britain: • Ways to help your school community • Ways to be a good neighbour • Identifying things that help and harm my neighbourhood • What it is like to live in Britain • How people living in Britain are the same and different • Talk about living in Britain
	Spring 2	Be Yourself: • What makes you special • Feelings I have • Things that make me feel happy • Uncomfortable feelings • Feelings around change and loss • Share what I think and feel with confidence
	Summer 1	It's My Body • I can choose what happens to my body • Making healthy choices – sleep and exercise • Making healthy choices – food and drink • How to keep my body clean • What is safe to eat and drink • Choosing to keep my mind and body healthy and safe

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Summer 2	Money Matters: • Where money comes from and why we need it • Keeping money safe and saving money • Spending money and keeping track of it • The difference between things we want and need • Keeping belongings safe • What happens when we go shopping
Year 2	Autumn 1	Think Positive: • Think happy, feel happy • Good choices and impact of decisions • Setting goals and how to achieve them • Discuss my feelings and coping with difficult emotions • Things I am thankful for • Focus on what is happening and how I am feeling
	Autumn 2	Safety First: • How to stay safe and who can help when you are unsafe • How to stay safe at home • How to stay safe outside • Keeping safe when using the internet • Parts of my body that are private/the underwear rule/good and bad secrets • People who can help

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Spring 1	VIPs: • VIPs in my life and why they are special • Families • Friends • Falling out • Working together • Showing you care
	Spring 2	Respecting Rights: • What rights are and the rights all people share • Who helps protect our rights • Showing respect for the rights of others • Everyone's different • Importance of being fair • Making a positive difference
	Summer 1	Growing Up: • The main parts of a boys and girls body and their differences • Respecting my own and other people's bodies – understanding the meaning of 'no' and 'stop' • Understand we are all different and like different things • Different types of family – similarities and differences between families • How I will change as I get older • Changes

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Summer 2	One World: • Family life in different countries – similarities and differences with mine • Homes in different countries – similarities and differences with mine • Schools in different countries – similarities and differences with mine • Environments • Resources – how people use things from our earth and how this can cause problems • Protecting of planet – why it is important and how to do it
Year 3	Autumn 1	Aiming High: • Achievements • Identify personal goals and how to achieve them • Having a positive learning attitude • Jobs – skills and attitudes – own strengths and skills • Challenging stereotypes for jobs • Future jobs and skills need to achieve them
	Autumn 2	TEAM • Changes and how they make me feel • Teamwork • How actions and behaviour affect a team • Being considerate • Reasons for disputes and strategies to resolve them • Responsibilities towards your team

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Spring 1	Britain: • Living in Britain • What democracy is and why it's important • Rules, laws and responsibilities • What liberty means and identifying the rights of British people • Diverse society – tolerance and respect • What it means to be British
	Spring 2	Be Yourself: • Pride • Feelings • Ways to deal with uncomfortable feelings • Know how to be assertive • Media wise – media messages harmful or helpful? • Making mistakes and dealing with them
	Summer 1	It's My Body: • My body my choice – choosing what happens to your body and how to say no • Keeping my body healthy • Importance of getting enough sleep • Good hygiene – stopping the spread of disease • Drugs – healing or harmful? • Making good choices and choosing healthy habits

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Summer 2	Money Matters: • Where money comes from • Different ways of paying for things • Lending and borrowing and consequences involved • Priorities – things we want and need • Advertising – how this can influence our spending • Keeping track of what you spend and why this is important
Year 4	Autumn 1	Think Positive: • Having a positive mental attitude is good for mental health • Recognise and manage positive and negative thought effectively • Understand that some change can be difficult but there are things we can do to cope • Recognise and talk about different emotions – why it is important to relax and stay calm – ways to be mindful • Identify uncomfortable emotions and manage them effectively • How to apply positive attitudes towards learning
	Autumn 2	Safety First: • Being responsible to make good choice to stay safe and healthy • Identifying risky situations and act responsibly • Understand you can choose not to do something that makes you uncomfortable • How to stay safe when out and about • Know about dangerous substances and how they affect the human body • Identify hazards and dangers in an emergency situation

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Spring 1	VIPs • Explain the importance of respecting my VIPs • Explain how to make and keep friends • Identify healthy and unhealthy behaviours in relationships – when secrets are ok and not ok • Strategies for resolving conflicts • Identify what bullying is – strategies for dealing with bullying • To know what to do if someone is being bullied
	Spring 2	Respecting Rights: • Rights all people share – children rights – how and why rights help people • Key aspects of human rights • Explain what democracy is and how it relates to rules and human rights • Understand that human rights are not dependent on responsibilities • What it means to respect others and why it's important • Explain what stereotypes are and the negative impact they can have
	Summer 1	Growing Up: • Changing emotions • Positive and negative coping strategies • Identify ways to deal with worry and anger • The importance of building self esteem and building the self esteem of others • There are different types of relationships and families – understand and use terms such as gay, lesbian, single-parent, fostered, adopted, married and civil partnership • Identify healthy and unhealthy relationships – ways to deal with unhealthy relationships

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Summer 2	One World: • Discuss ways in which people's lives are similar and different and give reasons for these differences • Explore difference of opinion and if these are fair – understand the UN rights of the child • Think about the lives of people living in other places, make considered decisions and give reasons for my opinions • Recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place • Explain what climate change is and how it affects people's lives as well as identify what I can do to help • Identify different organisations that help people in different countries who are in challenging situations and can explain how they do this
Year 5	Autumn 1	Aiming High: • Understand how people learn new things and achieve certain goals • Understand that a positive attitude towards learning can help us succeed in life • Identify opportunities that may become available in the future and be aware of how to make the most of them • Understand that gender does not determine what jobs people can do – the negative impact stereotypes can have • Understand why it is important to develop certain skills to prepare for the world of work • Goals for the future and steps needed to achieve them
	Autumn 2	TEAM: • Identify attributes of a good team • Accept that people have different opinions and know how to politely disagree with others and offer your own opinion • How to work collaboratively and how this can help teamwork • Understand how to compromise and how this can help avoid disputes and conflict • The importance of making everyone in a team feel cared for and valued • The importance of shared responsibilities in helping a team to function successfully

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Spring 1	Britain: • The range of faiths and ethnicities in Britain and identify ways of showing respect • What a community is and what it means to belong to one • Why and how laws are made and identify what might happen if laws are broken • What local government is, what it does and how it works • What national government is, what it does and how it works • Investigate what charities and voluntary groups do and how they support the community
	Spring 2	Be Yourself: • Explain why everyone is unique and understand why this should be celebrated and respected • Why you should share your own thoughts and feelings and know how to do this • Identifying uncomfortable feeling and situations that may lead to them arising – ways to manage these feelings • Identify situations that may make you feel shy or nervous – the impact of how to choose to deal with these feelings – strategies to feel confident • Explain what a tricky situation is – describe strategies to use to help make positive choices and describe how to apply them • How it feels to make a mistake and describe how to make amends
	Summer 1	It's My Body: • You can make choices about what happens to your body – the difference between wanted and unwanted contact – what to do if you are worried about yourself or a friend • Understand why getting enough sleep is important • Physical changes during puberty – taking care of your changing body • The harmful effects of using drugs, including alcohol, and tobacco – peer pressure and what to do if you feel pressured • Body positivity – challenge stereotypes of 'the perfect body' – understand that the images in the media and online do not always reflect reality • Making informed choices in order to look after your physical and mental health

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Summer 2	Money Matters: • Financial risks we might encounter and can discuss how we can avoid them • How retailers try to influence our spending • What 'value for money' means and can explain how to tell if things are good value • Why we need to budget and how we make one • Why people borrow money and consequences of borrowing money • What tax is – why we need to pay it – how it benefits society
Year 6	Autumn 1	Think Positive: • The link between thoughts, feelings and behaviours – negative impact some thoughts can have – turn negative thoughts into positive thoughts • Helpful and unhelpful thoughts – dealing with unhelpful thoughts • Recognise and manage uncomfortable feelings • The importance of making good choices • To use mindfulness techniques in everyday lives • Identify challenge as a positive thing – overcome difficulties with a range of strategies
	Autumn 2	Safety First: • Identify safe and unsafe situations – possible consequences for decisions or actions – what being responsible means • Assess and manage risks in different situations • Confidently identify and manage pressure to get involved in risky situations • Act sensibly and responsibly in an emergency • Understand how to use mobile devices and internet • Everyone has the right to feel safe and happy when using mobile phones and the Internet, including social media

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Spring 1	VIPs: • The importance of respecting your VIPs • Consequences of unkind behaviour - identify different ways to calm down when I am feeling angry or upset • Express an opinion in a polite and respectful way - ways to resolve a disagreement without falling out • Identify negative influences on your behaviour and suggest ways that you can resist these influences • When it is right to keep a secret, when it is not and who to talk to about this • Recognise healthy and unhealthy relationships
	Spring 2	Respecting Rights: • What the Universal Declaration of Human Rights is and understand that children have their own rights • That human rights apply to everyone, no matter where they are from, what their culture is and what family traditions they have • Identify why people's rights are sometimes not met in the UK and in places across the world • How I can respect other people's rights and I understand why this is important • Identify how and why ideas about human rights have changed • The role and importance of human rights activists

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Summer 1	Growing Up: • The changes people's bodies go through during puberty and how we can look after our changing bodies • How thoughts and feelings may change during puberty and how to deal with those feelings • Understand the term 'body image' – things that affect the way we see ourselves – all bodies look different – images we see on social media can be misleading • The terms associated with love, relationships and sexual orientation – that people differ in terms of sexual orientation and who they love – what makes a loving relationship • Describe the terms 'sexual relationship' and 'sexual intercourse' – what an STI is and how these can be prevented – when physical contact is unacceptable and how to respond • Use of scientific vocab when talking about human reproduction – what contraception is – how a baby grows inside the womb and how it is born
	Summer 2	One World: • How we can be responsible global citizens • What global warming is and what we can do to help prevent it from getting worse • How our energy use can harm the environment and what we can do to help • How we can use water responsibly and understand the importance of doing this • What biodiversity is and explain the importance of doing all we can to encourage it • Making choices which make the world a better place and that help people across the world

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

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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • How the different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex (including through condom use)

Appendix 3: Parent/carers form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carers		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/carers	