# Relationship and Sex Education Policy
# Longshaw Primary Academy

From September 2020, pupils receiving primary education must be taught Relationships Education, under the Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019.

This policy framework should be read in conjunction with the more detailed **United Learning Relationships, Sex and Health Education Guidance for Schools** document, and the DfE guidance regarding relationships and sex education. Its purpose is to enable United Learning primary schools to develop an effective Relationship and Sex Education Policy, using the framework set out below.

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## 1. Introduction

The objective of Relationships and Sex Education is to enable pupils to learn about:

(i) families and people who care for them, including the nature of marriage and civil partnership and their importance for family life and the bringing up of children,

(ii) forming and maintaining caring relationships,

(iii) the characteristics of healthy and respectful relationships, including online,

(iv) how relationships may affect physical and mental health and wellbeing, and how to ensure they are safe, and

(v) (strictly at an age appropriate level) intimate and sexual relationships including sexual health.

Relationship and sex education will only use teaching and materials which are appropriate to the age and the religious background of the pupils receiving it.

Sex education is not compulsory in primary schools. However, United Learning have made the decision that all its primary schools should teach sex education to ensure children are suitably prepared for transition to secondary school. It is essential that any aspects of sex education taught in primary schools are appropriately tailored to the age, physical and emotional maturity of the pupils, and are outlined clearly in the school's policy. Particular attention should be paid to the latter years of primary school and ensuring pupils are well prepared for the transition to secondary school. With that in mind, primary schools should consult with parents before the final year/s of primary school about the detailed content of what will be taught, including offering parents support in talking to their children about sex education and how to link this with what is being taught in school.

## 2. Objectives

**The objective of Sex and Relationship Education is to enable pupils to learn about:**

- families and people who care for them, including the nature of marriage and civil partnership and their importance for family life and the bringing up of children
- forming and maintaining caring relationships
- the characteristics of healthy and respectful relationships, including online
- how relationships may affect physical and mental health and wellbeing, and how to ensure they are safe
- (strictly at an age appropriate level) intimate and sexual relationships including sexual health.

**At Longshaw Primary Academy, we aim to ensure:**

- our programme is a partnership between home and school
- children and young people's views are actively sought to influence lesson planning and teaching
- lessons start early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- staff deliver content that includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- staff help pupils understand on and offline safety, consent, violence and exploitation
- content delivered is both medically and factually correct and treats sex as a normal fact of life
- content is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience

- lessons help pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- lessons teach pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- Lessons promote equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.

## 3. Sex and relationship curriculum content

The focus will be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults in the following areas as guided by the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (2019).

Guidance from the DfE states that the statutory requirements for the end of Foundation, Key Stage 1 and Key Stage 2 are:

By the end of Primary school, pupils are expected to know the following:

**Relationships Education:**

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| **Families and people who care for me** | Pupils should know:<br>▪ That families are important for children growing up because they can give love, security and stability.<br>▪ 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.<br>▪ That other 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 for them.<br>▪ 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.<br>▪ That marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.<br>▪ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. |

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| **Caring Friendships** | Pupils should know:<br>▪ How important friendships are in making us feel happy and secure, and how people choose and make friends.<br>▪ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.<br>▪ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.<br>▪ 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.<br>▪ How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed. |
| **Respectful relationships** | Pupils should know:<br>▪ 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.<br>▪ Practical steps they can take in a range of different contexts to improve or support respectful relationships.<br>▪ The conventions of courtesy and manners.<br>▪ The importance of self-respect and how this links to their own happiness.<br>▪ 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.<br>▪ 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.<br>▪ What a stereotype is, and how stereotypes can be unfair, negative or destructive.<br>▪ The importance of permission-seeking and giving in relationships with friends, peers and adults. |
| **Online relationships** | Pupils should know:<br>▪ That people sometimes behave differently online, including by pretending to be someone they are not.<br>▪ 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.<br>▪ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.<br>▪ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. |
| **Being safe** | Pupils should know:<br>▪ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). |

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| | ▪ 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.<br>▪ That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.<br>▪ How to respond safely and appropriately to adults (in all contexts, including online) they may encounter who they do not know.<br>▪ How to recognise and report feelings of being unsafe or feeling bad about any adult.<br>▪ How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.<br>▪ Where to get advice from e.g. family, school and/or other sources.<br>▪ How to recognise and reduce risk in relation to road, railways, water and public spaces |
| **Communication, boundaries and assertiveness** | Pupils should be taught:<br>• How to express their needs.<br>• How to establish personal boundaries<br>• How to seek help<br>• How to communicate respectfully and confidently in relationships |

**Health Education**

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| **Mental wellbeing** | Pupils should know:<br>▪ That mental wellbeing is a normal part of daily life, in the same way as physical health.<br>▪ 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.<br>▪ 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.<br>▪ How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.<br>▪ The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.<br>▪ Simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.<br>▪ Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.<br>▪ That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.<br>▪ 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).<br>▪ It is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible. |

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| | ▪ How to understand and navigate grief, bereavement, loss and change and different emotional responses to difficult life events. |
| **Internet safety and harms** | Pupils should know:<br>▪ That for most people the internet is an integral part of life and has many benefits.<br>▪ About the benefits of balancing time spent on and offline, 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.<br>▪ 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.<br>▪ Why social media, some computer games and online gaming, for example, are age restricted.<br>▪ 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.<br>▪ How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.<br>▪ Where and how to report concerns and get support with issues online.<br>▪ How information and data is shared and used online; how and why to keep personal date private.<br>▪ How to identify and navigate online scams and frauds.<br>▪ Risks associated with gaming and online spending and how to manage responsibly.<br>▪ How to navigate harmful influence and misinformation<br>▪ |
| **Physical health and fitness** | Pupils should know:<br>▪ The characteristics and mental and physical benefits of an active lifestyle.<br>▪ The importance of building regular exercise into daily and weekly routines and how to achieve this, for example a daily active mile or other forms of regular, vigorous exercise.<br>▪ The risks associated with an inactive lifestyle (including obesity).<br>▪ How and when to seek support including which adults to speak to in school if they are worried about their health. |
| **Healthy eating** | Pupils should know:<br>▪ What constitutes a healthy diet (including understanding calories, and nutritional content).<br>▪ The principles of planning and preparing a range of healthy meals.<br>▪ The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health). |
| **Drugs, alcohol and tobacco** | Pupils should know: |

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| | ▪ The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| **Health and prevention** | Pupils should know:<br>▪ How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.<br>▪ About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.<br>▪ The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.<br>▪ About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.<br>▪ About personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.<br>▪ The facts and science relating to allergies, immunisation and vaccination. |
| **Basic first aid** | Pupils should know:<br>▪ How to make a clear and efficient call to emergency services if necessary.<br>▪ Concepts of basic first-aid, for example dealing with common injuries, including head injuries. |
| **Changing adolescent body** | Pupils should know:<br>▪ Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.<br>▪ About menstrual wellbeing including the key facts about the menstrual cycle.<br>▪ The correct terminology for body parts, including genitalia. |
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**Sex Education**

It is United Learning policy that all our schools, including primary schools, should cover some elements of sex education, tailored to pupils' age and physical and emotional maturity. Covering sex education as part of a considered, inclusive approach to RSE will enable schools to respond openly to questions children may ask about sex or sexuality, as we know primary age pupils will often do in a way that goes beyond what is provided for in Relationship Education. Given the ease of access to information via the internet, children may turn to other sources if their questions are not answered. The school's policy should cover how the school handles such questions from children.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

Primary schools must set out which aspects of sex education (which go beyond the national curriculum for science) will be taught and parents must be consulted on what will be covered. Primary schools must allow parents a right to withdraw their children from this content, and unlike sex education in RSE at secondary, in primary schools, schools must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.

Puberty will be taught both in the Summer term of Year 4 and Year 5. The decision to teach Puberty in Year 4 as well of Year 5 has come about as a result of an increasing number of girls starting their periods during Year 5.
Conception is taught during Year 6.

## 4. One Decision

At Longshaw Primary Academy we use a scheme of work called One Decision to ensure our children access age appropriate curriculum content which meets our whole school objectives. The One Decision curriculum is designed to get everyone involved, providing lessons that promote engagement between students and it encourages varied teaching strategies to accommodate the different learning styles in the classroom. The Sex and Relationship lessons focus on emotional literacy, social skills, relationships, sex and health education. Throughout the entire programme, there is an emphasis on mental health, ensuring that students are made aware of its importance. By doing this, we are preparing them for adulthood and the stresses that come with it.

Our aim, following this scheme, is to provide pupils with a safe space for them to learn and ask questions about a variety of Sex and Relationship curriculum topics which are taught within the context of family life. We take 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, e.g. looked after children or young carers.

| **Year 1**<br>*5-8 Resources* | **Year 2**<br>*5-8 Resources* | **Year 3**<br>*5-8 Resources* | **Year 4**<br>*8-11 Resources* | **Year 5**<br>*8-11 Resources* | **Year 6**<br>*8-11 Resources* |
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| FEELINGS AND EMOTIONS | | | | | |
| Baseline Assessment<br><br>Jealousy | Worry<br><br>Anger | Grief<br><br>Summative Assessment | Baseline Assessment<br><br>Jealousy | Anger<br><br>Adults' and Children's Views | Worry<br><br>Summative Assessment |
| BEING RESPONSIBLE | | | | | |

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| Baseline Assessment<br><br>Water Spillage | Practice Makes Perfect<br><br>Helping Someone in Need | Stealing<br><br>Summative Assessment | Baseline Assessment<br><br>Coming Home on Time | Looking out for Others<br><br>Adult's and Children's Views | Stealing |
| KEEPING/STAYING HEALTHY | | | | | |
| Baseline Assessment<br><br>Washing Hands | Healthy Eating<br><br>Brushing Teeth | Medicine<br><br>Summative Assessment | Baseline Assessment<br><br>Healthy Living | Smoking<br><br>Adults' and Children's Views | Water Safety<br><br>Summative Assessment |
| KEEPING/STAYING SAFE | | | | | |
| Baseline Assessment<br><br>Road Safety | Tying Shoelaces | Staying safe<br><br>Leaning out of windows<br><br>Summative Assessment | Baseline Assessment<br><br>Cycle Safety | Peer Pressure<br><br>Adults' and Children's Views | Alcohol<br><br>Summative assessment |
| COMPUTER SAFETY | | | | | |
| Baseline Assessment<br><br>Online Bullying | Image Sharing<br><br>Computer Safety<br><br>Documentary | Making Friends Online<br><br>Summative Assessment | Baseline Assessment<br><br>Online Bullying | Image Sharing<br><br>Adults' and Children's Views | Making Friends Online<br><br>Summative Assessment |
| OUR WORLD | | | | | |
| Baseline Assessment<br><br>Growing in Our World | Living in Our World<br><br>Working in Our World | Looking After Our World<br><br>Summative Assessment | Baseline Assessment<br><br>Chores at Home | Enterprise<br><br>Adults' and Children's Views | In App-Purchases<br><br>Summative Assessment |
| HAZARD WATCH | | | A WORLD WITHOUT JUDGEMENT | | |
| Baseline Assessment<br><br>Is it safe to eat or drink? | | | Baseline Assessment<br><br>Breaking Down Barriers | Inclusion and Acceptance<br><br>Adult's and Children's Views | British Values<br><br>Summative Assessment |

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| Is it safe to play with?<br><br>Summative Assessment | | | | | |
| RELATIONSHIPS | | | GROWING AND CHANGING | | |
| Baseline Assessment<br><br>Friendship | Bullying<br><br>Body Language | Touch<br><br>Summative Assessment | Baseline Assessment<br><br>Appropriate Touch (Relationships) | Puberty<br><br>Adults' and Children's Views | Conception<br><br>Summative Assessment |

## 5. Sex and Relationships Education in Science

Sex and relationships curriculum is also delivered throughout the following Science Programmes of study:

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| Year 2<br><br>Science programme of study:<br><br>Animals including humans | Pupils should be taught to:<br><br>-notice that animals, including humans, have offspring which grow into adults.<br><br>-find out about and describe the basic needs of animals, including humans, for survival (water, food and air)<br><br>-describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. |
| Year 5<br><br>Science programme of sturdy<br><br>Animals, including humans | Pupils should be taught to:<br><br>-describe the changes as humans develop to old age. |

## . 6. Parental and staff involvement regarding the policy

At Longshaw school, we feel it is important to inform parents of any changes to the Sex and Relationships policy of curriculum. Because of this, the school facilitates:

- Annual year group meetings to share curriculum content with parents.
- A safe environment for parents to express concerns
- Right for parents to withdraw their child from participating in SRE

Particular care and attention is placed on setting out how sensitive topics will be handled appropriately.

## 7. Parental right to withdraw children

The Relationships and Sex Education Policy should acknowledge the right of parents to withdraw their child from some or all of the sex education provided (except from sex education taught under the science curriculum), but not from the relationships education.

The Principal will automatically grant a request to withdraw a pupil from any sex education delivered in a primary school, other than as part of the science curriculum.

If a pupil is withdrawn from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

## 8. Monitoring and Evaluation

RSE is to be monitored through pupil voice and speaking to staff members on a termly basis. The RSE lead will also be responsible for monitoring the breadth of content to ensure that it is in line with new government expectations.

## 9. Equality

These areas of learning are taught within the context of family life to ensure that there is no stigmatism 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).
All types of relationships will be taught in a sensitive and age-appropriate way, recognizing that not all sectors of our community agree with all these types of relationships of family structures. Teachers may acknowledge this using the following script:
*The law in this country allows and respects the right of people to live in different types of family structures. For examples, you may come across families where two men or two women have chosen to live together, form a civil partnership or marry and bring up children together. You may also come across families where there is only one parent. These families are allowed under the law in this country and we respect rights of people to live in different families. If we meet children who live in different types of families to those we are familiar with, it is wrong to say bad things about them or to bully them. Like their parents and their families, they are entitled to the same respect as everyone else.*

Differentiated resources may be needed for children with SEND, although the starting point must be high quality teaching that is differentiated and personalised to ensure accessibility.

## 10. Complaints

Any complaints can be following usual protocol in accordance with the following policy:

Longshaw Primary Academy Complaints Policy

## 11. Policy Review Date

| | Date | Name of owner/author |
|---|---|---|
| **Authorised:** | Nov 2026 ` | *Principal* |
| **Policy Reviewed:** | 2 years or earlier if required | |
| **Next Review Date:** | Nov 2028 | |