



## **Relationships and Sex Education Policy**

**This policy was adopted by the Governing Body in June 2024.  
It is reviewed annually.**

**This policy is due for review June 2025**

### **Consultation message emailed to all parents/carers**

This policy has been available for parents to review and offer feedback on 4<sup>th</sup> November 2020 and 16<sup>th</sup> June 2021 both on the website and Dojo (our in-house school communication system)

#### **16<sup>th</sup> June 2021:**

The Department for Education announced changes to Relationships and Sex Education (RSE) that came into effect from September 2020 and all schools are required to comply with the updated requirements.

On 4<sup>th</sup> November 2020 our reviewed policy for RSE was placed on our website for parents/carers to read and they were asked to contact school with any queries. As part of our annual review of all policies at this time of year the policy has been reviewing and updated with some minor changes which we feel continue to ensure our policy is appropriate for our pupils based on their:

- Age
- Physical and emotional maturity
- Religious and cultural backgrounds
- Special educational needs and/or disabilities

The appendix of the policy gives an overview of the areas taught in each year group. The Christopher Winter Project is the resource that is used across the whole school. Samples of pictures/ activities from each year group are available to demonstrate the progressive nature of the lessons.

Obviously, due to Covid-19, at that time and currently, we have been unable to consult with parents/carers face to face regarding these changes. We would however, appreciate any feedback from parents/carers regarding our RSE provision in school.

Please contact **Mrs Sue Talbot, Headteacher** via email at [schooloffice@liscard.wirral.sch.uk](mailto:schooloffice@liscard.wirral.sch.uk) with any queries/suggestions you may have.

Liscard Primary School is a Rights Respecting School which aims to teach children about their rights and responsibilities towards others. Our philosophy is underpinned by the values and principles of the United Nation's Convention on the Rights of the Child (UNCRC). [Article 19: to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment. Article 28: Every child has a right to an education. Article 29: Education must develop every child's personality, talents and abilities to the full. Article 31: Every child has the right to relax and play.]

## **Introduction**

Liscard Primary School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to that for Science. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the requirements of the DCSF Relationship and Sex Guidance.

## **Aims**

The following aims compliment those of the Personal, Social and Emotional and Understanding of the World in EYFS, and the Science curriculum in KS1 and KS2.

- To have the confidence and self-esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening and thinking about feelings and relationships
- To be able to name parts of the body and describe how their bodies work
- To be prepared for puberty
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support

## **Objectives**

As part of RSE, pupils will be taught about the nature and importance of partnership for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents/carers.

## **Teaching and Learning including delivery of the Curriculum**

We teach RSE through different aspects of the curriculum and carry out the main RSE teaching in our PSHE curriculum.

The scheme of work for RSE at Liscard maps out a grid of lessons/units for each year group which progresses and returns to themes as children move through the school. We also teach RSE through other subject areas (eg Science, PE and Religious Education and World Views), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with Religious Education and World Views children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

### **Science Curriculum**

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- That animals including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle

Whilst the biological aspects of reproduction have to be taught as part of the science curriculum and is a compulsory part of the curriculum, sex education is not compulsory in primary schools. The Christopher Winter Project develops understanding by starting with what makes a good friend, how to care for other people and to respect yourself. This is developed as the children progress through KS2 with basic facts about human reproduction alongside plant and animal contexts. RSE includes important life skills too, such as the ability to say no and ask for help. We believe this helps to protect our children and keep them safe.

In Year 4 we place a particular emphasis on RSE, as many begin to children experience puberty at this age. We teach the children about the parts of the body and how they work. This is further developed in Year 5 when we also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single sex question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how their bodies change during puberty, what menstruation is,

and how it affects women. We always teach these with due regard for the emotional development of the children (as stated earlier in this policy).

### **The Role of Parents/Carers**

The school is well aware that the primary role in children's RSE lies with parents/carers. They have the right to withdraw children from the reproduction part of the curriculum. However, reproduction is taught in a factual way focusing on the Human Life Cycle and avoiding details of intimacy. This is alongside plant and animal reproduction. We wish to build a positive and supporting relationship with the parents/carers of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Share the school's RSE policy and practice with parents
- Answer any questions that parents may have about the RSE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.
- By working in partnership with parents we encourage them to recognise the importance of this aspect of their child's education. We welcome feedback and advice from parents dealing with sensitive subjects.
- Share resources used in school if requested by parents.

It is the responsibility of the Headteacher to:

- Ensure that parents and staff have access to our RSE policy
- The policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitor this policy on a regular basis and reports to governors on the effectiveness of the policy.

### **The Role of the School and Other Members of the Community**

The school liaises with external agencies regarding the school RSE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our puberty programme. Health professionals are expected to work within the school's RSE policy and on the instructions of the Headteacher.

### **Content**

Health Education including, personal safety, hygiene, physical and sexual development, growth and change, puberty and reproduction.

Personal and social development, including relationships with family and friends, self-esteem, emotional development, gender roles and stereotyping.

(The school follow the Christopher Winter Project which is an established programme used by many schools nationally to resource and support teaching in this area. See Appendix A)

### **Language**

Children should be introduced, at appropriate stages, to the correct terminology in their programme of puberty education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

### **Pupils' Questions**

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of puberty education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

### **Harassment and bullying**

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear and harassment. An understanding of human difference, including sexuality, is an important aspect of education and will be addressed as appropriate through the curriculum.

### **Visiting speakers**

Any visiting speakers to the school should be familiar with the Governor's Policy on Relationships Education. All sessions run by a visiting speaker (such as a School Nurse) should also be attended by a teacher familiar with the policy.

### **Advising Parents/Carers**

Parents/Carers will be advised about forthcoming reproduction education lessons. Further details of the lessons will be provided to parents upon request.

### **Confidentiality**

Teachers conduct RSE lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents/carers to provide support. If confidentiality has to be broken, then pupils are informed first and then supported by the designated teacher throughout the whole process.

### **Special Needs**

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated/ supported programme will be provided where necessary, to ensure that all pupils gain a full understanding.

### **Equal Opportunities**

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

### **Monitoring and Evaluation**

This policy and scheme of work will be regularly reviewed and any feedback from teachers, parents/carers and pupils will be considered.

### **Complaints Procedure**

Any complaints about the RSE programme should be made through the school's complaints procedure and in the first instance be directed to the Headteacher.

## **Appendix A**

Foundation 2: Our Lives

Our Day

Keeping Ourselves Clean

Families

Year 1: Growing and Caring for Ourselves

Keeping clean

Growing and Changing

Families and Care

Year 2: Differences

Differences: Boys and Girls

Differences: Male & Female

Naming the Body Parts

Year 3: Valuing Difference & Keeping Safe

Differences: Male & Female

Personal Space

Family Differences

Year 4: Growing Up

Growing & Changing

What is Puberty?

Puberty Changes & Reproduction

Year 5: Puberty

Talking About Puberty

Male and Female Changes

Puberty & Hygiene

Year 6: Relationships

Understanding Relationships

Communication in Relationships



## **Appendix B**

### **RSE expectations: primary**

Here's what all pupils should know by the end of primary school. These are the expectations set by the Department for Education.

#### **Families and people who care for 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 other people's 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, honesty, trust and trustworthiness, loyalty, kindness, generosity, 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

#### **Respectful relationships**

- The importance of respecting others, even when they're 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 cyber-bullying), 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're not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we're 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've 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's 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/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't 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're heard
- How to report concerns or abuse, and the vocabulary and confidence they need to do so
- Where to get advice (e.g. family, school, other sources)

### Source:

These expectations are set out in the Department for Education's [guidance for schools on relationships education, RSE and health education](#).