Relationships and Sex Education Policy

Hampton Lakes Primary School

Policy last reviewed:	September 2024
Next review due:	September 2027
Member of staff responsible:	Miss Zoe Trigg
Ratified by:	HL LGB

1.Relationship and Sex Educations (RSE)

1.1. RSE is lifelong learning about physical, sexual, moral and emotional development, irrespective of gender, ethnicity or ability. It involves acquiring knowledge and information, developing skills and forming positive beliefs, values and attitudes, as well as the teaching of sex, sexuality and sexual health. It is about the understanding of the importance of stable and loving relationships, of respect, of love and care, within all types of families. RSE should enable students to make informed and appropriate choices as they become young adults and to develop responsible attitudes to sexual activity and the development of their own relationships.

1.2. The aims of RSE 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;
- enable pupils to stay safe, prepared for life in modern Britain and able to make a positive contribution to their community.

2. Statutory Requirements

2.1 As a primary academy, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

2.2 At Hampton Lakes Primary we provide relationships education using the Cambridgeshire Primary Personal Development Programme, which is a scheme of work developed for primary schools to deliver the PSHE and RSE curriculum. We also teach the relevant elements of sex education contained in the science curriculum and through our Curriculum topics.

2.3 In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

We also have regard to 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

3. Policy Development

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

1. Review – The Head of School and Primary SLT line managers collated 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 and any interested parties were invited to attend a meeting about the policy
4. *Pupil consultation – we investigated what exactly pupils want from their RSE through year group consultation groups
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

4.1. RSE is delivered to children of all ages at Hampton Lakes and provides the statutory relationships and sex education. Sex education is not compulsory in primary schools, however at Hampton Lakes Primary we deliver sex education through our compulsory science curriculum and using the Cambridgeshire Primary Personal Development Programme units recommended by the Cambridgeshire PSHE Service.

4.2. RSE is about the emotional, social and cultural development of students, 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.

5. Curriculum

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

We will share all curriculum materials with parents upon request.

5.2. Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

We will share all curriculum materials with parents upon request.

6. Delivery of RSE

6.1. Relationships Education and RSE-related topics within the curriculum are age-appropriate and have due consideration for the needs of all pupils, including those with special educational needs.

6.2. The formal RSE programme is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) and within the computing curriculum. Relationships are also often studied, in depth, through the books students read in English. The underlying ethos of the school is also key in terms of embedding key messages relating to the way in which we treat each other.

6.3. The delivery of RSE is complemented in delivery through parents, families, health professionals, youth workers, peer educators, the police and the wider community. Pupils may receive stand-alone sex education sessions delivered by a trained external professional.

6.4. At Hampton Lakes Primary School 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

6.5. Sex education forms part of the "Healthy and Safer Lifestyles" strand of the Cambridgeshire Primary Personal Development Programme and includes:

- External parts of the body
- Personal health and hygiene
- The life cycle of growing from baby to child to adult
- Growing up incl. puberty
- Physical and emotional changes
- Body image
- Sexual reproduction
- Responsibility for others

6.6. 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).

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.

7. Inclusivity

7.1 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

7.2 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

8. Use of External organisations and resources

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 1996

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers
- We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

9. Roles and responsibilities

9.1 The local governing body

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

9.2 The Head of School

The Head of School is responsible for ensuring that RSE is taught consistently across each phase, and for managing requests to withdraw pupils from components of RSE (see section 8).

9.3 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 students whose parents wish them to be withdrawn from the 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 Head of School.

9.4 Pupils

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

10. Parents' right to withdraw

10.1. Where parents have concerns about RSE at school, we encourage them to contact the Head of School to discuss what they are worried about. We are very happy to talk through the content and context of any lesson and hope that we can allay concerns.

10.2. Parents do not have the right to withdraw their children from relationships education.

10.3. Parents have the right to withdraw their children from the non-science components of sex education within RSE. Requests for withdrawal should be put in writing and addressed to the Head of School. Alternative work will be given to pupils who are withdrawn from sex education.

11. Training

11.1. Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

11.2. The Head of School 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.

12. Monitoring Arrangements

12.1. The delivery of RSE is monitored by the Hampton Lakes Local Governing Body. Deep dives and other internal monitoring arrangements, such as scrutiny of curriculum plans, learning walks, lesson observations, work scrutiny and pupil voice will feed into this monitoring process. Children's development in RSE is monitored as part of our internal assessment systems.

APPROVED BY GOVERNORS:

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SIGNATURE NAME DATE