



Longford Park School

Believe • Belong • Become

Relationships and Sex Education POLICY

Longford Park School

Reviewed: September 2023

Next review: September 2024

The aims of relationship and sex education (RSE) at Longford Park 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.
- ✓ Create an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

At Longford Park School, Relationship and Sex Education (RSE) is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils, underpinned by our core values; Believe, Belong, Become.

We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the values under-pinning it and to deliver an effective programme that meets the needs of our pupils taking into account their SEMH and complex needs.

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.

At Longford Park School we teach RSE as required by their funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Curriculum

We have developed the curriculum in consultation with parents, pupils and staff considering the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond so pupils are fully informed and don't seek answers online. We therefore may need to adapt this as and when necessary to match the needs of the children.

At Longford Park School RSE is taught in a variety of ways. Much of the curriculum is taught through the Science and PSHE curriculum although staff may deliver parts of the curriculum through English, RE and other foundation subject topic work where relevant. Staff should be clear on these links referring to them within lessons. They should ensure the children know the PSHE links within the lessons. The additional RSE programme for KS1 and KS2 children is taught discretely as timetabled lessons.

Longford Park School aims to provide young people with the ability 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 beginning in the early through

to year 6. This prepares our pupils for the opportunities, responsibilities and experiences of adult life.

All staff will be responsible for teaching SRE with the support and advice from outside visitors as appropriate. Pupils also receive stand-alone sex education sessions delivered by Karleen; School Nurse. Our families and pupils have strong relationships with our School Nurse and her input in these lessons helps to enhance the teaching and learning experience.

At Longford Park School, we also recognise that some aspects of RSE will occur unplanned, such as incidents arising in school or the local community and current topical events. We believe that these instances can provide useful learning opportunities and should be exploited appropriately and sensitively where possible.

Due to the sensitive nature of Sex Education in particular, Longford Park School has always made every effort to invite and listen to the views of parents and incorporate these into the programme of study for RSE. In the event of parents having concerns about issues addressed, they should be invited to discuss those concerns with the coordinator or a member of the Senior Leadership Team. In accordance with statutory requirements, all children must attend any education that is part of the Science National Curriculum. However, if parents wish to remove their child/children from related issues not covered by these objectives, it is their right to do so, and they should inform us in writing/verbal request. Alternative work will be given to pupils who are withdrawn from RSE. Parents will always be informed by letter about the content of the discrete RSE programme provided for KS1 and KS2 children and given notice about when these lessons will be taught.

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

Physical health and mental wellbeing

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

Longford Park School promotes pupils' self-control and ability to self-regulate, and works individually with pupils on strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any

necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

Teaching of the protected characteristics at Longford Park School

At LPS children will develop an understanding to demonstrate that no form of discrimination is tolerated and that pupils show respect for those who share the protected characteristics. Children will be taught to be able to demonstrate this by pointing to a general policy of encouraging respect for all people.

The Public Sector Equality Duty in section 149 of the Equality Act 2010 requires Ofsted to have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it

At LPS cross curriculum is planned and delivered so that children develop age-appropriate knowledge from Early years, KS1 and KS2 an understanding of the protected characteristics.

The Equality Act protects people against discrimination because of the protected characteristics that we all have. Under the Equality Act, there are nine Protected Characteristics:

1. Age
2. Disability
3. Gender reassignment
4. Race
5. Religion or belief
6. Marriage or civil partnership
7. Sex
8. Sexual orientation
9. Pregnancy and maternity

Longford Park School teaches RSE through:

- ✓ Building upon the individuals existing skills to capitalise the individual's experiences, knowledge and understanding.
- ✓ A wide range of teaching methods used to enable students to actively participate in their own learning.

- ✓ Using a variety of active learning methods: quizzes, case studies, research, role play, video, small group discussion, reading, interventions, after school activities, well-being activities, trips, school life/ daily routine and creating cross curricular links.

Equality and SEND

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership¹¹, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

Longford Park School recognises the unique makeup of our student body, including the gender imbalance and special educational needs of our pupils, and considers whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk). We consider what we can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.

Longford Park School recognises current issues such as everyday sexism, misogyny, homophobia and gender stereotypes and takes positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.

Parents and withdrawing children from RSE

Longford Park School works closely with parents when planning and delivering these subjects. Issues will be raised at parent partnership meetings and views of parents are listened to and considered carefully. Parents are given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.

Longford Park School ensures that parents know what will be taught and when via letters, texts and termly newsletters, and clearly communicates the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request the head teacher/ DSL will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We will make clear the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

If a pupil is excused from sex education, Longford Park School will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Training

Staff are trained on the delivery of RSE by the subject leader and it is included in our continuing professional development calendar.

The head teacher 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.

Monitoring

The delivery of RSE is monitored by Stephanie Meadows Assistant Headteacher through:

- Learning walks
- Questionnaire
- Discussion
- Teacher assessments and Individual Boxall Profile

Evaluation

The programme is evaluated to ensure it meets the changing needs of the young people and reflects the views and values of the school community; this is carried out both by teachers and pupils.

Specific Issues within RSE

What kind of language will be considered acceptable and appropriate for use in RSE lessons?

All Staff will:

- Use the correct terms for all body parts as this is deemed good practice.
- Openly teach pupils what 'slang' words mean (where appropriate), and that some are offensive.
- Avoid the use of any slang.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances which the class teachers at Longford Park School work hard to develop well-informed and close relationships with parents and carers. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

Safeguarding:

RSE may bring about disclosures of safeguarding children issues and all staff are conversant with the policies and procedures for reporting their concerns.

Roles and responsibilities

The governing body:

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

The Executive Head teacher/ head of school:

The Head teacher 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.

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 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 head teacher.

Pupils:

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

References:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education
Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
- DfE: Sexual violence and sexual harassment between children in schools and colleges
Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads
May 2018

By the end of primary school:	
Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. <p>that stable, caring relationships, which may be of different types, at the heart of happy families, and are important for children's security as they grow up.</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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. <p>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.</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <ul style="list-style-type: none"> • where to get advice e.g. family, school and/or other sources.
Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • 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.

	<ul style="list-style-type: none"> • 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. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, 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. • 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. • why social media, some computer games and online gaming, for example, are age restricted. • 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 <ul style="list-style-type: none"> • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity).

	<ul style="list-style-type: none"> • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Relationships Education

Safeguarding: NSPCC PANTS rule with film.

Example of model primary curricula from Catholic Education.

Relationships and Sex Education

Sexual health and relationships: up to date information on all aspects of sexual and reproductive health available on Sexwise's website which teachers may find helpful for their knowledge.

Abuse in relationships: Disrespect No Body from the Home Office and Government Equalities Office.

Consent: PSHE Association lesson plans from the PSHE association.

Public & Private places – showing children the areas they should feel safe and respected.

Home – bedroom & bathroom even if they share, people should knock before entering.

Public – parks, etc shops etc – personal safety

Public & Private – swimming pool but where you get changed is a private area;

Changing rooms in shop - private

Your body – is private in that no-one should touch you in a way that makes you uncomfortable!

Pituitary gland – master of endocrine system that tells the body its time to change. – Use of body board

Puberty changes – boys & girls body parts names; - use of body board

Hygiene – personal hygiene periods; body odour – keeping yourself clean.

LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary.

Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from Public Health England website with videos made by young people and resources tested with teachers.

Mental health

Mental health and emotional wellbeing lesson plans from PSHE Association.

Online safety

Education for a Connected World is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages.

Sexting advice from UKCCIS for schools on preventative education and managing reports of sexting.

Thinkuknow is the education programme from National Crime Agency (NCA) and Child Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.

PSHE

PSHE Association Programme of study for KS1-5

Drugs and alcohol

Planning effective drug and alcohol education from Mentor-ADEPIS research and briefing papers with ideas for lesson plans from PSHE Association

Extremism and radicalisation

Practical advice and information from Educate Against Hate for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalization.

Curriculum

Non-statutory framework for Citizenship KS 1 and 2 (Non-statutory programme of study). Schools may wish to draw on the Citizenship programme of study in their planning.