



**Leamington Federation**  
**Sydenham Primary School and Lighthorne Heath**  
**Relationships and Sex Education Policy**



**[UN convention on the Rights of the Child.](#)**

As part of the Education Act 2002, all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life. This policy reflects the principles of equality, dignity, respect, non-discrimination and participation. At Sydenham and Lighthorne Heath Primary Schools, we recognise achievement in putting the UN Convention on the Rights of the Child at the heart of our practice to improve well-being and help all children realise their potential. Children's rights are learned, taught, practiced, respected, protected and promoted in our schools.

**Aims**

- To provide a framework in which sensitive discussions can take place
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To help pupils develop feelings of self-respect, confidence and empathy
- To create a positive culture around issues of sexuality and relationships
- To teach pupils the correct vocabulary to describe themselves and their bodies

**Statutory requirements**

As a maintained primary school we must provide relationships education to all pupils as per 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 (Appendix 1).

## **Introduction**

This policy covers our schools' approach to Relationship and Sex education, not only in lessons but through the attitude of our staff and students alike, our ethos and approach and commitment to equality both within and outside of the classroom. It was produced with guidance from the Warwickshire County Council's Respect Yourself Campaign and through consultation with our staff, board of governors, and most importantly with our pupils and parents/carers. It will be reviewed every year to ensure that it reflects the attitudes and beliefs of the school population and remains up to date with both current guidance from Government and the DfES but also remains relevant to the experiences of our pupils.

To ensure its use, this policy will be available for staff to review through allocated staff meetings, and to parents/carers through our school website.

We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, and to know how and when to ask for help.

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy and maternity, religion, sexual orientation or whether they are children who are looked after. We will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information on matters such as; naming their body parts, puberty, menstruation, masturbation, the variety of family structures, gay relationships, gender identity, gender equality and sexuality. Furthermore, all teaching should reflect the law as it applies to relationships, marriage, adoption and care.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

## **Defining Comprehensive Relationship Education at Primary School**

The Department for Education defines relationships education as, *teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.* We believe comprehensive relationship education is about helping children understand and make sense of the world they are

growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact that every human being is unique and has the right to be respected; that there are many different family structures and all children have the right to feel safe.

Comprehensive relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is fantastic and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like but also the difference between public and private behaviours.

It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse.

In addition, we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

## **Defining Sex Education at Primary School**

Although the *Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019* made Relationship Education compulsory in all primary schools, Sex Education is currently **not** compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils. We, like many other schools, already choose to teach some aspects of sex education.

We recognise that some parents/carers may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies, and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology, we believe it is better that children receive **age appropriate** answers from us than it being left to their peers or the internet.

In our school, sex education is an opportunity to answer children's questions about where they came from; an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in the national curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation.

We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

## **Subject Content**

In school we meet the learning objectives as set out in the *Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019* for primary schools with a whole school approach. Across all year groups, teachers deliver both the *Protective Behaviours: The Taking Care Scheme* as recommended by Warwickshire's Safeguarding Children's board and the *All About Me* Programme as recommended by Warwickshire County Councils Public Health *Respect Yourself* Campaign. Both programmes are based on a spiral curriculum beginning in Reception, building on key messages through to Year Six.

The local authority deliver ongoing support and training to all staff to ensure they are confident and competent to deliver the Protective Behaviours and All About Me materials appropriately and safely. This includes training around safeguarding and answering children's questions age appropriately.

## **Protective Behaviours**

Protective Behaviours is a practical and down to earth approach to personal safety. It is a process which encourages self-empowerment and brings with it the skills to avoid being victimised. This is achieved by helping children recognise and trust their intuitive feelings (Early Warning Signs/EWS) and to develop strategies for self-protection. The Protective Behaviours process encourages an adventurous approach to life which satisfies the need for fun and excitement without violence and fear. The programme has two themes which run throughout the sessions:

**Theme 1:** We all have the right to feel safe all the time.

**Theme 2:** We can talk with someone about anything, even if it feels awful or small.

Protective Behaviours is delivered across the entire school from Reception to Year Six in the first half of the autumn term. There are four lessons in each year group. Lessons are delivered over one week, although the lessons are revisited throughout the school year.

## **An overview of the Programme Content:**

For more details please see the school's Protective Behaviour Manuals for each year group. These can be made available on request. For further information, parents/carers can visit <https://www.protectivebehaviours.org>.

<b>Protective Behaviours – Taking Care Programme</b>				
<b>Reception</b>	Feelings	Body Awareness	EWS / Scary Body Feelings	Telling & Secrets
<b>Year 1</b>	Feelings	Unsafe Feelings and Body Awareness	Body Privacy & Secrets	Telling & Networks
<b>Year 2</b>	Feelings, Rights & Responsibilities	Unsafe Feelings, Problem Solving	Body Awareness & Personal Space	Networks & Using Them
<b>Year 3</b>	Feelings, Rights & Responsibilities	Unsafe Feelings	Body Awareness & Telling	Networks & Using Them
<b>Year 4</b>	Rights & Responsibilities; Feelings	Safe & Unsafe Feelings	Exploring Secrets	Networks & Using Them
<b>Year 5</b>	Rights & Responsibilities; Feelings	Safe Feelings; Fun to Feel	Secrets & Networks	Using Networks
<b>Year 6</b>	Rights and Responsibilities; Feelings	Safe Feelings; Fun to Feel Scared; EWS	Secrets & Networks	Using Networks

## **All About Me Programme**

The All About Me programme is designed by Warwickshire County Council's Public Health Respect Yourself Team. It is an evidence based programme of Comprehensive Relationship & Sex Education and is endorsed by the Sex Education Forum, a national organisation which shares good practice in the field of RSE.

The programme is designed to be immersive, being delivered over a single week, a lesson a day across all year groups from Reception to Year Six in the summer term. We find this is welcomed by parents/carers who may have children in more than one year group as it means they will be having similar (age-appropriate) lessons at the same time.

The lessons are all activity based and pupil-led. There are art activities, circle time discussions, stand up-sit down, move around games, pair work, group work and scenario based activities.

The programme is split in to five core categories; children having one lesson from each per year:

**All About Me** - Personal identity

**My Relationships** - Families, friendships and personal relationships

**My Body** - Understanding anatomy, autonomy, and changes during puberty

**My Thoughts, Feelings & Behaviours** - Emotional literacy

**My Choices & Personal Boundaries** - Understanding consent (Appendix 2)

All About Me is designed to review and reinforce all of the key messages from Protective Behaviours, allowing children to refresh their support networks and build on previous learning.

### **An overview of the programme content:**

For more details, please see the All About Me Website: [www.warwickshire.gov.uk/allaboutme](http://www.warwickshire.gov.uk/allaboutme)

<b>All About Me Programme</b>					
	<b>1. All About Me</b>	<b>2. My Relationships</b>	<b>3. My Body</b>	<b>4. My Thoughts, Feelings &amp; Behaviours</b>	<b>5. My Choices &amp; Personal Boundaries</b>
<b>Reception</b>	It's me	What makes a family?	My body belongs to me	Exploring feelings	Touch and feel
<b>Year 1</b>	Who is important to me?	Mummy's bump*	Being naked	Empathy	Is being tickled always fun?
<b>Year 2</b>	Do girls and boys fit in boxes?	How do we show people we care for them?	My body, my rules	When anger is about...	What are the rules?

<b>Year 3</b>	How I see me	Families	Where did I come from?***	Dealing with BIG feelings	My personal boundaries
<b>Year 4</b>	What makes you, you?	What is a good friend?	Puberty: Lumps, bumps and hairy bits	When anger is about...	What does privacy mean to you?
<b>Year 5</b>	Purple, not just pink and blue	Relationship dilemmas	Puberty: My private parts	How my behaviour impacts others	Good and bad secrets
<b>Year 6</b>	My past and future	(Un)healthy relationships	Puberty: What I've heard about sex**	Resilience and the power of YET	Consent and intimacy

\*The lesson 'Mummy's Bump' in Year One is the only 'sex education' lesson in the Reception/Key Stage One programme. It is designed in a specific way which means that it is pupil-led and we shape the lesson to fit what the class is ready for. We believe by answering children's questions which are perfectly natural at this age, especially considering that they will likely be exposed to pregnant parent's, aunts, and family friends at their age, we can feed their natural curiosity in a safe way. As a result, rather than the topic becoming a taboo, instead we can ensure children continue to come to us for answers that we can answer age appropriately rather than building barriers to addressing the topic which will later have to be overcome.

\*\*In the Key Stage Two section of the programme there are only two 'sex education' lessons: "*Where do I come from?*" in Year Three and "*Puberty: What I have heard about Sex*" in Year Six. Both of these lessons help to support the requirements for maintained schools to teach about the main external body parts and changes to the human body as it grows from birth to old age as part of the National Curriculum for science.

Under the current guidance, these three lessons are not statutory, meaning that parents may withdraw their children. However, we would still recommend that children take part as we believe that by tackling children's questions around sex as part of a wider programme focused around relationships, family, self-awareness, emotional literacy, consent and personal boundaries, children will feel better able to engage in discussion and ask questions without embarrassment. Equally, tackling sex and reproduction in this way helps to promote positive messages and values around

sex and consent, as well as children's relationship with their own bodies without shame or guilt and will develop respect for other people's body autonomy.

Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school even in Year Four. For this reason we deliver puberty lessons to all children in Year Four, Five and Six. As part of these lessons all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically, and sensitively. During lessons where puberty and menstruation are discussed, we will take the opportunity to highlight the location of sanitary bins available in school, and how these are to be used.

In school we have menstruation kits available in Year Four, Five and Six classrooms which contain sanitary products, spare underwear and plastic bags to wrap up underwear should there have been any accidents. Children will be made aware in September as they begin in these year groups of where these are kept and how they can be accessed through designated members of staff, including lunchtime supervisors.

We do not separate our lessons into girls and boys for any part of the programme, including lessons around puberty. We believe it is important for both girls and boys to learn about the human body, its changes and experiences. By keeping children together in mixed groups, children will learn to talk openly without embarrassment in front of each other and we can foster better understanding, break down gender stereotypes and build positive relationships and respect for each other, regardless of gender. This ensures that any non-binary or transgender children are included without feeling vulnerable.

## **Answering Children's Questions**

Teachers will answer questions openly, honestly, scientifically and factually without reference to their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

## **Parents and parental rights to withdraw**

We recognise under the new draft guidance for Relationship Education, Relationship & Sex education and Health Education (DfE 2018), parents retain the right to request their child is removed from some or all of the elements of sex education which go beyond the national curriculum for science. Namely Year One '*Mummy's Bump*'; Year Three '*Where did I come from?*'; Year Six '*What I've heard about sex*' in the All About Me programme.

We believe that successful teaching around RSE can only take place when parents and carers and school work together – Together, we want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe.

We endeavour to be transparent and give parents and carers information about all the programmes and lessons we deliver around RSE as we recognise it can be a sensitive subject for some families for a number of reasons. Parents and carers knowing about the content of the lessons means they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values. Before the All About Me programme is delivered in school in the summer term, we will send home a letter to parents and carers to inform them of the overview of the programme content, the dates the lessons will be delivered and a link to the All About Me website for further information. If parents and carers have any concerns, special circumstances we should be aware of, or would like any further information we will have a designated time for them to come into school to discuss this. In addition, Warwickshire's Respect Yourself Campaign, who developed and support the All About Me Programme, have a designated parent website where parents can find detailed information about all the lessons in the programme; explanation as to why particular topics are covered (including Protective Behaviours); how they are covered as well as supportive information as to how to carry on the conversations at home: [www.warwickshire.gov.uk/allaboutme](http://www.warwickshire.gov.uk/allaboutme)

Should a parent/carer decide that they do not wish their child to take part in any of the three specific All About Me lessons, we would ask that they first speak to their classroom teacher to discuss their concerns. Our teachers will happily show parents/carers all of the teaching material and context of any of our lessons and explain the reasons why any material is included in the programme. We will also highlight that whilst parents/carers have the right to withdraw their child from these lessons, they do not have the right to withdraw *other* children from receiving these lessons. We believe it is better for children to hear from safe adults than to hear second hand from their class-mates at break-time.

If parents/carers do decide to withdraw their child, they should inform the Head Teacher who must find alternative provision for the child to engage in during the lesson.

## **Safeguarding Children**

When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures. All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work may need to be adapted or additional support be offered. Our Relationship and Sex Education programme is considered a protective factor in preventing further abuse; to help children make sense of their experiences and is essential to help them develop skills and resilience to keep them safe in future.

### **Monitoring arrangements**

The delivery of RSE is monitored by the Executive Head Teacher and Associate Head Teachers through planning scrutinies, learning walks and monitoring of lessons delivered. Any feedback from teachers, parents/carers and pupils will be considered when monitoring the effectiveness of this policy. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

**This policy was ratified:** December 2019

**And will be reviewed:** December 2020

**Signed by the Head teacher**

*Juliette Westwood*

**Chair of Governors:**

Richard Butler

**Appendix 1: Summary of science programme of study with specific reference to the human body and reproduction**

Year 1: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2: Notice that animals, including humans, have offspring which grow into adults.

Year 5: Describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age, including puberty.

**Appendix 2: Definition of 'consent' as taught within the context of lessons**

No one should ever touch you without your permission or consent. You have the right to decide who you allow into your personal space and you should always respect other people's right and wishes too.