



RSE Policy

Lady Lane Park School

Aims

The aims of Relationships and Sex Education (RSE) at Lady Lane Park School are to:

- contribute to the spiritual, moral, social, mental and physical development of children
- help to prepare them for the responsibilities and experiences of adult life
- provide a framework in which sensitive discussions can take place now and as they get older
- prepare pupils for puberty and give them an understanding of personal development as well as 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

Statutory Requirements

As an independent primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We choose to follow the National Curriculum, enhanced by our own school curriculum and are required to teach the elements of sex education contained in the science curriculum.

In teaching Relationships and Sex Education (RSE), we are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996, which consolidated all relevant previous legislation.

Policy/Curriculum Development

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

1. Review – the PSHE Leader pulled together all relevant information including relevant national and local guidance.
2. SLT consultation – The policy/curriculum was shared with the Senior Leadership Team for review.
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
4. Parent/stakeholder consultation – parents and any interested parties were invited to provide feedback on the policy/curriculum.
5. Ratification – once drafted the policy/curriculum was shared with governors and ratified.

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Definition of RSE

RSE is lifelong learning about relationships, healthy lifestyles, sexual health, sexuality, diversity and personal identity for the emotional, social, cultural and moral development of pupils. It is to be firmly embedded within our framework for PSHE and the National Curriculum (2014) for Science.

Pupils need to be given accurate information and opportunities to develop positive beliefs, values and attitudes to enable them to understand difference and respect themselves and others. RSE at Lady Lane Park also serves for the purpose of preventing and challenging prejudice. It gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

In the Early Years and Key Stage 1, the focus is on relationships in families and with friends. As children progress through school, they begin to consider other relationships. Sexual relationships are considered in Upper Key Stage Two, with conception taught in Year 6. Please see the 'Curriculum' section below for more information.

Why is RSE at Lady Lane Park School important?

As stated in the Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) by the PSHE Association, high quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. This strongly compliments our approach to building and maintaining positive relationships.

It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Technology is evolving at a tremendous pace. The need to protect children and young people from inappropriate online content, cyber-bullying and exploitation is a growing concern. A comprehensive RSE programme can support in addressing these.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. The Department of Health set out its ambition for all children and young people to receive high quality RSE in the Sexual Health Improvement Framework (2013). Older pupils frequently say that Relationships and Sex Education was 'too little, too late and too biological'. Ofsted reinforced this in their Not Yet Good Enough report (2013).
- Schools have a statutory obligation to promote their pupils' wellbeing (Children Act, 2004) and to prepare children and young people for the challenges, opportunities and responsibilities of adult life (Education Act, 1996). A comprehensive RSE programme has a positive impact on pupils'



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health and wellbeing, their ability to achieve and can play a crucial part in meeting these obligations.

- The Department for Education's paper, *The Importance of Teaching* (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices.' This was exemplified in the National Survey of Sexual Attitudes and Lifestyles (2013) which showed that a comprehensive RSE programme delays sexual activity for young people and increases the likelihood of using contraception. A link has been shown between effective school based RSE and reductions in teenage pregnancy.

Child Protection - It is the responsibility of the school to support its pupils and carry out its functions with a view to **safeguarding and promoting the welfare of pupils** (s.175 2002 Education Act). In fulfilling this duty, schools must have regard to guidance around safeguarding and Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.

RSE plays a vital part in meeting Lady Lane Park School's safeguarding obligations as children are taught the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse. This is taught by focusing on boundaries and rights to privacy such as the NSPCC 'Pants' campaign, ensuring children know they have rights over their own bodies. This extends to understanding boundaries in friendships both on and offline, as well as healthy and unhealthy relationships.

Children are taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages, we balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. As part of a wider and comprehensive PSHE programme, this knowledge supports the safeguarding of our children.

Confidentiality - Whilst children and young people have the same rights to confidentiality as adults, no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff with designated responsibility for Child Protection. The Designated person will then, in line with the school's Child Protection policy, take action as appropriate. Pupils will be made aware of circumstances where confidentiality cannot be maintained. Staff should ensure when making notes that they are factual and based on evidence in line with the Freedom of Information Act (2000), not supposition.

Curriculum

We have developed our RSE curriculum, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, involving parents where necessary, so



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children are fully informed and don't seek answers online.

In the Early Years, we relate the RSE aspect of the children's PSHE work to the objectives set out in the Early Learning Goals for Personal and Social Development. In Key Stage 1 and 2, RSE meets the requirements of the statutory guidelines Relationships Education whilst also being inline with the National Curriculum for Science, Health Education, Independent School Standards and is part of a wider, progressive, PSHE curriculum adapted from Islington PSHE curriculum YOU, ME and PSHE.

Statutory Relationships Education (see Appendix 1 for learning outcomes) 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

Additional Health Education extends this to include (among other areas) learning about the changing adolescent body, stating by the end of primary school, children should know:

- 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.

At Lady Lane Park School, dedicated RSE and PSHE lessons are based on the resource: Islington 'YOU, ME, PSHE' developed and written by the Islington Health and Wellbeing Team.

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Relationship and sex education (RSE)					
Y1 <i>No specific unit of work for this year group, although aspects of RSE are covered through other PSHE topics in this year group.</i>	Y2 Boys and girls, families	Y3 Boys and girls, families	Y4 Growing up and changing (all objectives below will also be taught in Science in Y5)	Y5 Growing up and changing	Y6 Healthy relationships How a baby is made (reproduction of animals content taught in Science in Y5)
	<p>1. Pupils learn to understand and respect the differences and similarities between people</p> <p>Pupils</p> <ul style="list-style-type: none"> • are able to define difference and similarity • understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that 	<p>1. Pupils learn about the biological differences between male and female animals and their role in the life cycle</p> <p>Pupils</p> <ul style="list-style-type: none"> • know that female mammals give birth and nurse their young • can describe the biological differences between male and female <p>understand that the creation of life requires a male and female</p>	<p>1. Pupils learn about the way we grow and change throughout the human lifecycle</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify changes throughout the human life cycle • understand change is on-going • understand change is individual 	<p>1. Pupils learn about the changes that occur during puberty</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify the physical, emotional & behavioural changes that occur during puberty for both males and females • understand that puberty is individual and can occur any time between 8-17 <p>understand that body changes at puberty are a preparation for sexual maturity</p>	<p>1. Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</p> <p>Pupils</p> <ul style="list-style-type: none"> • understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture • can recognise and challenge gender stereotypes • understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour

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	<p>2. Pupils learn about growing from young to old and that they are growing and changing</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify key stages in the human life cycle • understand some ways they have changed since they were babies • understand that all living things including humans start life as babies 	<p>2. Pupils learn the biological differences between male and female children</p> <p>Pupils</p> <ul style="list-style-type: none"> • identify and name biological terms for male and female sex parts • can label the male and female sex parts with confidence <p>understand that the male and female sex parts are related to reproduction</p>	<p>2. Pupils learn the physical changes associated with puberty</p> <p>Pupils</p> <ul style="list-style-type: none"> • are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults • identify physical changes associated with puberty • Understand that everyone's experience of puberty is different and that it begins and ends at different times 	<p>2. Pupils learn about menstruation and wet dreams</p> <p>Pupils</p> <ul style="list-style-type: none"> • can describe menstruation and wet dreams • can explain effective methods for managing menstruation and wet dreams <p>understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams</p>	<p>2. Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify positive qualities and expectations from a variety of relationships • can explain the similarities and differences between friendships and intimate relationships • can describe that there are different types of intimate relationships, including marriage <p>understand that sex or making love may be one part of an intimate relationship between adults</p>

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	<p>3. Pupils learn that everybody needs to be cared for and ways in which they care for others</p> <p>Pupils</p> <ul style="list-style-type: none"> • understand that we all have different needs and require different types of care • identify ways we show care towards each other • understand the links between needs, caring and changes throughout the life cycle 		<p>3. Pupils learn about the impact of puberty on physical hygiene and strategies for managing this</p> <p>Pupils</p> <ul style="list-style-type: none"> • can explain how changes at puberty affect body hygiene • can describe how to care for their bodies during puberty <p>can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming</p>	<p>3. Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify sources of information, support and advice for children and young people • can use appropriate language to discuss puberty and growing up <p>can answer their own questions about puberty and growing up</p>	<p>3. Pupils learn about human reproduction in the context of the human lifecycle</p> <p>Pupils</p> <ul style="list-style-type: none"> • understand that sexuality is expressed in a variety of ways between consenting adults • know that sexual intercourse may be one part of a sexual relationship • can describe how babies are made and explain how sexual intercourse is related to conception <p>can name the male and female sex cells and reproductive organs</p>



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	<p>4. Pupils learn about different types of family and how their home-life is special</p> <p>Pupils</p> <ul style="list-style-type: none"> • can describe different types of family • identify what is special and different about their home life • understand families care for each other in a variety of ways 		<p>(all objectives below will also be taught in Science in Y5)</p> <p>4. Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</p> <p>Pupils</p> <ul style="list-style-type: none"> • are able to describe how feelings and behaviour change during puberty • can devise strategies for managing these changes <p>understand how changes during puberty can affect relationships with other people</p>		<p>(reproduction of animals content taught in Science in Y5)</p> <p>4. Pupils learn how a baby is made and grows (conception and pregnancy)</p> <p>Pupils</p> <ul style="list-style-type: none"> • know the male and female body parts associated with conception and pregnancy • can define conception and understand the importance of implantation in the womb • know what pregnancy is, where it occurs and how long it takes



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			<p>5. Pupils learn strategies to deal with feelings in the context of relationships</p> <p>Pupils</p> <ul style="list-style-type: none"> • are able to identify feelings and understand how they affect behaviour • can practise strategies for managing relationships and changes during puberty <p>can empathise with other people's feelings in relationships, including parents and carers</p>		<p>5. Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it</p> <p>Pupils</p> <ul style="list-style-type: none"> • can answer their own questions about sex and relationships • can use appropriate language to discuss sex and relationships and growing up with confidence <p>can identify sources of information, support and advice for children and young people</p>



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					6. Pupils learn that contraception can be used to stop a baby from being conceived Pupils: <ul style="list-style-type: none">• know that a condom stops sperm from meeting an egg and therefore stops fertilisation• know that women can take a pill to stop an egg being released, preventing conception understand contraception is both partners' responsibility

Points in red are non-statutory areas of RSE curriculum - parents may request pupils to be withdrawn.



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Primary **sex education**, which is in addition to the statutory content within the Health and Relationships Education or Science curriculum, takes place within Year 6 where pupils learn: about human reproduction in the context of the human lifecycle; learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it; learn that contraception can be used to stop a baby from being conceived and understand that sexuality is expressed in a variety of ways. This sits alongside work in science, where children learn about reproduction in a more general sense in the natural world. The lessons serve to present children with the facts, provide an opportunity to ask general questions and to dispel some common myths in an age where children are increasingly exposed to misinformation online and in general chat with their peers.

Parents' right to withdraw – In our experience, parents welcome the sex education lessons being taught in school by a teacher who has developed a positive and respectful relationship with pupils over the course of Year 6; however, parents have the right to withdraw their child from all, or part, of sex education, which is not part of the statutory Health and Relationships Education curriculum or National Curriculum for Science, 2014.

Parents will be informed of upcoming RSE lessons and reminded of their right to withdraw their child from the sex education aspect, should they wish to do so. Parents wishing to exercise this right are invited to contact the Headteacher via email to the school office. Alternative work will be given to pupils who are withdrawn from sex education. We do however, encourage all parents/carers to allow their child to take part in these lessons as we believe it is an important element of their education and prepares them for growing up in what is an increasingly complex world.

Delivery of RSE

At Lady Lane Park School, RSE is taught mainly in whole class groups in a variety of ways including through:

- Dedicated PSHE lessons (often in Summer Term)
- Links with other subjects, particularly Science, RE and English (speaking and listening)
- Circle time and Philosophy for Children
- Active involvement in projects and curriculum events
- Providing opportunities for children to listen to visiting speakers and to ask relevant questions

RSE is 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).

The programme is tailored to the age and physical and emotional maturity of the children. We use RSE lessons to actively promote **equal opportunities** for all and



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provide RSE for all children regardless of ability, including those with SEND. Teachers provide learning opportunities matched to the individual needs of children and seek advice from specialist outside agencies as required.

Resources for RSE are child-friendly resources for PSHE, often story based and selected by teachers to be appropriate to the needs of each class. The PSHE Leader can offer advice and suggestions regarding suitable resources for each year group and ensures resources are kept up-to-date and relevant. These resources are supplemented by dedicated lessons and resources from Islington 'YOU, ME, PSHE' developed and written by the Islington Health and Wellbeing Team.

We ensure that all materials used are appropriate to the age and cultural background of the children..

Teaching strategies (based on the DfES Sex and Relationship Education Guidance (Ref 0116/2000)) to enable staff to help children to develop confidence in talking, listening and thinking about RSE include:

Establishing ground rules - A set of ground rules will help to create a safe environment for discussions:

Nobody will have to answer a personal question
Nobody will be forced to take part in a discussion
Only correct names for body parts will be used
Meanings of words will be explained in a sensible and factual way

Distancing techniques - Teachers can avoid embarrassment and protect children's privacy by depersonalising discussions through scenario role play, use of puppets, characters from story books or other distancing techniques.

Managing difficult questions - Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting through the ground rules and every class has a Class Dojo worry box available for children to ask written questions, which teachers can address in lessons or with individuals as appropriate. However, we understand that children of the same age can be at different developmental stages or have different needs (including where these pertain to a Special Educational Need or Disability) and there will be times when children ask questions within RSE lessons that fall outside the scope of content for their year group.

Given the ease of access to the internet, children whose questions go unanswered, may turn to inappropriate sources of information, so in such circumstances, teachers will take account of the differences and consider the best method of response. This could include a 1:1 or small group discussion with the pupil(s) or be deferred to parents to respond where appropriate.

Other issues around questions we will keep in mind are:

- If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that this will be researched and returned to later.



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- If questions raise concerns about potential abuse or indicate the child needs further support, the teacher should follow Lady Lane Park School's Child Protection procedures.

Discussion and project learning - Research into what makes RSE lessons effective shows that discussion and topic work is beneficial to learning and that active learning is most effective when children are working in groups. The use of circle time is suggested.

Reflection - Reflection is crucial for learning as it encourages children to consolidate what they have learned and to form new understanding, skills and attitudes. Teachers can help children reflect on their learning by effective questioning such as:

- What was it like taking part in the discussion today?
- What did you learn from others, especially those who had a different experience or belief from your own?
- What do you think you will be able to do as a result of this discussion?
- What else do you need to think or learn about?

Roles and Responsibilities

The PSHE Leader - The school has a PSHE Leader who is responsible for all aspects of the subject including RSE. In respect of RSE, responsibilities are to:

- ensure that all staff are confident in the skills to teach and discuss RSE issues
- consider the needs of all pupils and any specific issues that might need to be addressed at Lady Lane Park School
- consult with pupils to inform RSE provision
- have access to appropriate training
- monitor and advise on organisation, planning and resource issues across the school
- ensure procedures for assessment, monitoring and evaluation are included.
- review / update the policy on a yearly cycle or sooner if necessary.

The Governing Body - The governing board will review and ratify the RSE policy and hold the headteacher to account for its implementation.

The Headteacher - The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The headteacher's responsibilities in respect of RSE are to:

- liaise with the PSHE Leader to ensure RSE is taught consistently across the school
- support the PSHE Leader in managing requests to withdraw pupils from non-statutory components of RSE (see section 'Parents' right to withdraw')



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- act upon any concerns, especially safeguarding concerns, which may arise from pupil disclosure during RSE sessions.

Class teachers- Class teachers are responsible for teaching RSE at Lady Lane Park School. Teachers 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 PSHE Leader or Headteacher.

Teachers are responsible for:

- Delivering RSE in a sensitive way, modelling positive attitudes to RSE
- Monitoring progress and responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non- statutory components of RSE

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

Parents/Carers – We recognise that parents/carers are key people in teaching their children about sex, relationships and growing up. The school is willing to provide advice and support for parents /carers as necessary.

Our school website and information given at new class parents’ meetings outlines our policy on sex and relationship education and parents/carers are reassured that all questions of a sexual nature would be answered tactfully and in a manner appropriate to young children.

External agencies - Whilst the responsibility for organising and delivering most, if not all, of the RSE programme rests with the school, there may be times when an external contributor can add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have. However, they may not possess the skills of organising teaching and learning. It is essential to ensure that at all times a teacher is present when an external contributor is working with pupils. Visiting speakers and theatre groups can be used to complement the school’s PSHE programme.

Monitoring Arrangements

Pupils’ development in RSE will be assessed by class teachers as part of our internal assessment systems. It will provide opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next.

The PSHE Leader will be responsible for monitoring and evaluating the provision of RSE in school and for reporting the results to the Headteacher.

Date	Position	Name of reviewer	Date of next review
April 2021	Head	Mr N. Saunders	September 2021
April 2021	Chair of Governors	Mr A. Khan	September 2021