



# **RELATIONSHIPS AND SEX EDUCATION EDUCATION AND HEALTH EDUCATION POLICY FOR LEIGHTON**

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| Policy lead:        | Mrs S Thompson   |
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Leighton Academy is part of The Learning Partnership.



# Relationships and Sex Education (RSE) and Health Education Policy

## Overview and Aim

Based on guidance from the *DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education, February 2019*, the teaching of RSE should provide pupils with the knowledge and understanding to support themselves through their physical and emotional development, enabling them to embrace the challenges of creating a happy and successful adult life. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. Pupils will be given accurate, age appropriate information and helped to develop skills that will enable them to understand difference and respect for themselves and others.

Sex and Relationship Education (RSE) gives pupils the knowledge and understanding to support themselves through their physical, emotional and moral development. Pupils will be given accurate, age appropriate information and helped to develop skills that will enable them to understand difference and respect for themselves and others. They will also be helped to understand and to deal with prejudices.

The aim of RSE is to:

- Present the children involved with age appropriate factual information about RSE and to encourage them to understand the consequences of decisions and actions which they may make.
- Encourage discussion and to examine concepts and opinions about healthier and safer life styles.
- To develop the children's knowledge and understanding about the services available and involved in this area.
- Encourage awareness, respect and responsibility for others and themselves.
- To enable the children to develop the skills necessary to protect themselves from exploitation.

## **Delivery of RSE Curriculum**

RSE is taught as an independent, stand-alone unit of lessons during the summer term (based on The Christopher Winter Project: Teaching SRE with Confidence in Primary Schools guidance and schemes of work) and also through a cross curricular approach, in particular through Science and Personal Development throughout the academic year. In Personal Development, we teach children about different relationships, and we encourage children to discuss issues. We also follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. These cross curricular experiences help to contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. The personal beliefs and attitudes of teachers will not influence the teaching of RSE in this school.

As part of RSE, pupils should be taught about the nature and importance of marriage for family life and bringing up children. But the Government recognises – as in the Home Office, Ministerial Group on the Family consultation document Supporting Families - that there are strong and mutually supportive relationships outside marriage. Therefore, pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

**All units of work are available to download on the Academy website.**

**During the Foundation Stage** children are taught how to recognise and express their feelings. They are taught how to respond to other peoples' feelings. They are taught to be sensitive to the needs, views and feelings of other people around them. Children are also taught to show respect for the culture and beliefs of others. Children are taught to consider the consequences of their words and actions and to understand what is right and wrong.

**During Key Stage 1** children are taught about what is meant by special people and what it means to have them in their lives. They learn about developing effective relationships, including how to identify adults that they can trust and how to talk to them or ask for help. They learn about friendships, family relationships and how people care for each other, while exploring their own involvement in these relationships.

**During Key Stage 2** children are taught about support networks and how the body works and changes in puberty. When learning about supporting networks, children identify positive things about themselves, investigate the qualities they value in others and learn the skills of developing and maintaining friendships. They learn to identify people in their support network that they can ask for help, as well as sources of information outside their immediate network and support such as local and national organisations.

When learning about how the body works and changes during puberty learning focuses on the physical and emotional changes of puberty. Children learn about the physical differences between male and female bodies. They learn about reproduction and growth. This gives the children the opportunity to raise questions and address concerns about puberty, including showing them where to get help and support, and looks at the positive aspects of getting older.

### **Answering Difficult Questions**

Prior to starting any education with children about RSE all teaching staff involved will establish a set of ground rules which everyone will follow.

- If a question is too personal, teaching staff will remind the child about the ground rules.
- If a child needs further support, they will be referred to the relevant adult – starting with their class teacher, parent/guardian where appropriate, family liaison officer, school nurse, Principal or an external agency (authorised by the Principal and Local Authority).
- If a question is felt to be too explicit, it will be acknowledged and the teaching staff will meet the child who has asked the question later with another member of staff and parent/guardian. The Principal will be notified on the meeting.
- If the answer to a question is not known the teaching staff should not provide opinions.
- Any concern about sexual abuse will be followed up under the safeguarding child protection procedures – notifying and recording the incident immediately to the designated safeguarding lead or deputy.

## **Parental Involvement**

All parents will be notified and asked for their consent prior to any unit that is taught about RSE. Parents will be informed of how long this unit of work will take and it is the parents' responsibility to ensure that their child attends all sessions of the unit. All planning and resources for units of work that are taught are available for any parent to see on the school website. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. We therefore will:

- inform parents about the school's sex education policy and practice;
- make all planning and resources for units of work that are taught available for any parent/guardian to see on the school website;
- notify parents of any external visitors who may be teaching or discussing RSE;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary.

Parents have the right to withdraw their child from the sex education part of the RSE programme only but all children must complete the health and relationships education part as outlined by the DfE. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the class teacher and Principal, making it clear which aspects of the programme they do not wish their child to participate in, stating a reason why for this decision. If this situation arises the Principal should be notified and the parents invited in to explore the concerns that s/he has about the RSE unit been taught, and to discuss the impact that being withdrawn from these lessons will have on the child. Parents must provide a written acknowledgement that it is their decision to withdraw their child from these sessions.

## **Visitors**

The majority of RSE lessons are taught by the class teacher. However, if staff feel it is appropriate, external agencies may be used to team teach and deliver the RSE curriculum, including members of the Local Health Authority, school nurse and other health professionals. This will be discussed with the Personal Development coordinator and Principal prior to implementation.

## **Confidentiality**

All staff who are involved in the teaching of RSE will work within the child protection guidelines (see child protection policy) and make a clear statement that while they will listen to any questions or concerns that every child has they cannot guarantee a child absolute confidentiality. Teachers will conduct RSE lessons in a sensitive manner and in relevant confidence. Confidences may be shared among the staff of the school if a member of staff feels that this will help them to deal with an issue that arises which, as a result will be of benefit to the well-being of the child involved. Any confidences must first be shared with the principal. Any concerns, or if a child indicates that they may be at risk, must immediately be recorded and shared with the designated safeguarding lead and Principal, in line with the safeguarding and child protection policy.