




# The LETTA Trust

## Relationships and Sex Education (RSE) Policy

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<b>Reviewed by:</b>	LETTA TB	<b>Signed:</b>	

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*"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."*

Secretary of State Foreword to the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance' (2019)

## 1. Aims

The LETTA Trust is committed to safeguarding and to promoting the health and wellbeing of pupils in our schools. We do this in many different ways including by teaching Relationships and Sex Education (RSE).

We want our pupils to learn how to get along well with other people, how to look after their bodies and their minds and how to keep themselves safe by making good choices.

In RSE we teach factually accurate information so pupils can make informed decisions about how to keep themselves safe. This includes understanding the changes to their body as they grow and develop and how to behave in a mature and responsible way.

## 2. Statutory requirements

This policy meets the statutory requirements of the Department of Education and complies with the relevant provisions of the Equality Act 2010. It is published on the school website.

As primary academy schools, LETTA Trust schools must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to RSE [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

## 3. Roles and responsibilities

### Parents

- Speak to your child's class teacher or a member of the leadership team if you have any questions about RSE
- Give your views on the RSE policy and curriculum through the parents' survey
- Arrange to meet with a senior leader if you would like to discuss withdrawing your child from non-statutory lessons

### Staff

- Participate in training on delivering RSE content
- Ensure that all pupils, including pupils with SEND, can access the curriculum in an age-appropriate and culturally sensitive way
- Provide information to parents on the curriculum content covered in your class

### Headteacher

- Make sure the RSE policy is implemented across the school
- Ensure the school is fulfilling its statutory duties in regards to the teaching of RSE
- Ensure that parents have access to information about the teaching of RSE including the right to withdraw their child from non-statutory lessons

## **Local Governing Board**

- In conjunction with the Headteacher and senior leaders, agree the RSE policy and decide how RSE is taught within the school

## **Trustees**

- Ensure that all LETTA schools are fulfilling their legal obligations in relation to the teaching of RSE

## **4. Equality statement**

The LETTA Trust is committed to protecting children and families against discrimination, whether knowing or unintentional. This includes discrimination against the Protected Characteristics in the Equality Act. It also includes tackling any form of discrimination including racism, disability discrimination, homophobia and gender stereotypes.

## **5. Protecting children from abuse**

In KS1 we teach pupils the scientific names of all the body parts in year two. This is an important safeguarding precaution. It enables pupils to accurately report abuse if it happens or accurately report medical symptoms if they are unwell. The more children are able to name the body parts and to know about appropriate and inappropriate touch, the more they are protected from abuse.

Pupils are also taught about stable, caring, healthy family life and friendships and how to recognise if relationships are making them unhappy or unsafe. Lessons cover staying safe both online and offline, how to identify risks online, harmful online content and contact and how to report it. Pupils will also learn how to seek help and advice from others.

## **6. Curriculum overview**

### **Relationships education - statutory**

- Families And People Who Care For Me
- Caring Relationships
- Respectful Relationships
- Online Relationships
- Being Safe

### **Health education - statutory**

- Mental Wellbeing
- Internet and Safety Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing Adolescent Body

## Science national curriculum - statutory

Key Stage 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.
- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2:

Year 5

- describe the changes as humans develop to old age

Year 6

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

## Sex education - non statutory

- The Department for Education recommends that pupils are taught about how an egg is fertilised and babies are born (DfE recommend in year six)

### 7. Delivery of RSE lessons

LETTA Trust schools use the 2nd Edition Jigsaw PSHE: Health & Well-being teaching resources for England, Scotland and Wales [www.jigsawpshe.com](http://www.jigsawpshe.com)

This scheme of work covers Nursery to Year 6. In response to feedback from parents some parts of the scheme have been adapted. We use diagrams of body parts and **not** pictures, photos or videos when teaching.

Parents are welcome to go through the Jigsaw resources and lesson plans before the start of RSE lessons.

We teach boys and girls separately for RSE in years five and six. The lessons are taught by a teacher of the same gender.

### 8. Parental right to withdraw their children from lessons

Parents have the right to withdraw their child from the lesson in year six about how an egg is fertilised and babies are born. Parents wishing to do this may do so by making an appointment to meet with a senior leader to discuss the matter.

There is no parental right to withdraw from Relationships Education, Health Education or any National Curriculum subject as these are statutory parts of the curriculum.

### 9. Monitoring and evaluation

The quality of teaching in RSE is monitored in the same way as other subjects, through Health Checks carried out by leaders.

Pupils' knowledge and understanding is assessed during lessons using questioning and quizzes.

The policy will be reviewed by the Local Governing Board every 3 years or when statutory changes occur

**10. Links with other policies**

- Child protection and safeguarding policy
- Online safety policy
- Behaviour and anti-bullying policy
- PSHE policy
- Inclusion policy
- Equality objectives

## RSE Curriculum Objectives

### RELATIONSHIPS EDUCATION - THIS CONTENT IS STATUTORY

By the end of primary school, pupils should know:

#### Families and people who care for me

- 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
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- 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

The Department for Education statutory guidance strongly encourages and enables schools to teach LGBT content, in the context of different types of families. We teach about LGBT relationships in the context of different types of families in year three. In this way children from same sex families feel welcomed and included in school from the very beginning of their school career. It is also important in terms of tackling homophobic behaviour and bullying and promoting equality, as outlined in the Equality Act.

\*Marriage in England and Wales is available to both opposite and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

#### Caring friendships

- 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

- 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
- 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
- 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
- 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**

- 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**

- 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
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice e.g. family, school and/or other sources

## **PHYSICAL HEALTH AND MENTAL WELLBEING (HEALTH EDUCATION) - THIS CONTENT IS STATUTORY**

By the end of primary school pupils should know:

### **Mental Wellbeing**

- 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
- 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**

- 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.
- 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**

- 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).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

### **Healthy eating**

- 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**

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### **Health and prevention**

- 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**

- 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**

- 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.

Teaching about puberty happens before puberty occurs in year five so that children are prepared for the physical and emotional changes when they happen. If girls in year four start their periods, we will offer a non-statutory session on puberty to girls in this year group.

## **SCIENCE - THIS CONTENT IS STATUTORY**

### **Key Stage 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.
- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

### **Key Stage 2**

#### Year 5

- describe the changes as humans develop to old age (including puberty)

## Year 6

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

\*The national curriculum for science includes teaching about the main external parts of the body. The following words are taught in year two:

- Penis and testicles
- Vagina and vulva
- Breast and nipples
- Bottom and anus

### **SEX EDUCATION – THIS CONTENT IS RECOMMENDED FOR YEAR 6 BY THE DFE AND IS NON STATUTORY**

- How an egg is fertilised and babies are born is taught in year six