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**PRIMARY SCHOOL**

**At Glenmere we are GREAT! Because we:**

**Grow, Respect, Enjoy, Achieve**

**Together**

Relationship and Sex Education Policy

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| Adopted by Glenmere Community Primary School | August 2022 |
| Date of Last Review | July 2022 |
| Next Review Due | July 2023 |

Statement of intent

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## Statement of intent

At Glenmere Community Primary School, we understand the importance of educating pupils about sex and relationships, in order for pupils to make responsible and well-informed decisions in their lives.

The DfE’s guidance, ‘Sex and Relationship Education Guidance’, defines this programme as: “Learning about physical, moral and emotional development; understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and health.” The Relationships and Sex Education curriculum is divided between our science and PSHE curriculum and we follow the ‘Spring Fever’ scheme of work.

PSHE statement of intent: To develop children’s understanding of PSHE and provide them with a foundation of life skills across all contexts (home/school/community) and time spans (primary/secondary/later life).

Science statement of intent: To develop children’s scientific knowledge and understanding of the nature, processes and methods of science, for now and the future. To promote and encourage a sense of excitement and curiosity about natural phenomena in a practical and investigative way.

RSE statement of intent: To develop children’s understanding of the importance of family life, stable and loving relationships and respect for others, love and care. To develop children’s scientific understanding of the development of humans.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and sex education curriculum for all our pupils. This policy sets out the framework for our relationships and sex education curriculum, providing clarity on how it is informed, organised and delivered.

The programme will be taught objectively and does not intend to promote any form of sexual orientation.

**Aims and objectives**

The relationship and sex education programme is an opportunity for pupils to:

* Develop an understanding of sex, sexuality and relationships.
* Develop a range of appropriate personal skills.

The aims will be achieved through developing an understanding of:

* A range of values and moral issues including the importance of family life.
* The biological facts related to human growth and development, including reproduction.
* The importance of healthy relationships.

Signed by:

**Headteacher** Date:

Chair of governorsDate:

## 1. Legislation

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

* Section 80A of the Education Act 2002
* Children and Social Work Act 2017
* The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
* Equality Act 2010
* DfE (2019) ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’
* DfE (2013) ‘Science programmes of study: key stages 1 and 2’
* DfE (2021) ‘Teaching about relationships, sex and health’

This policy operates in conjunction with the following school policies:

* Child Protection and Safeguarding Policy
* Behavioural Policy
* SEND Policy
* Inclusion Policy
* Equal Opportunities Policy
* Harmful Sexual Behaviour Policy
* Pupil Confidentiality Policy
* Anti-Bullying Policy
* Social, Emotional and Mental Health (SEMH) Policy
* Online Safety Policy
* Visitor Policy

**2. Roles and Responsibilities**

The governing board is responsible for:

* Ensuring all pupils make progress in achieving the expected educational outcomes.
* Ensuring the curriculum is well led, effectively managed and well planned.
* Evaluating the quality of provision through regular and effective self-evaluation.
* Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
* Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
* Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
* Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school’s website and provided free of charge to anyone who requests it.

The headteacher is response for:

* The overall implementation of this policy.
* Ensuring staff are suitably trained to deliver the subjects.
* Ensuring that parents are fully informed of this policy.
* Reviewing requests from parents to withdraw their children from the subjects.
* Discussing requests for withdrawal with parents.
* Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
* Reporting to the governing board on the effectiveness of this policy.
* Reviewing this policy on an annual basis.

The relationships, sex and health education subject leader is responsible for:

* Overseeing the delivery of the subjects.
* Ensuring the subjects are age-appropriate and high-quality.
* Ensuring teachers are provided with adequate resources to support teaching of the subjects.
* Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
* Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
* Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
* Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The appropriate teachers are responsible for:

* Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
* Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
* Ensuring they do not express personal views or beliefs when delivering the programme.
* Modelling positive attitudes to relationships, sex and health education.
* Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
* Acting in accordance with planning, monitoring and assessment requirements for the subjects.
* Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
* Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

In line with the responsibilities outlined in the list above, the teachers who will be delivering relationships, sex and health education are outlined below:

* All teaching staff employed by the school who are familiar with the children
* Long term supply who have familiarity with the children
* Anyone else as agreed with the headteacher

The SENCO is responsible for:

* Advising teaching staff how best to identify and support pupils’ individual needs.

Advising staff on the use of TAs in order to meet pupils’ individual needs.

**3. Organisation of the programme**

Every primary school is required to deliver statutory relationships education and health education. The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the school’s PSHE curriculum.

2.1. The relationships and sex education programme will be developed in conjunction with the views of teachers, pupils and parents, in accordance with DfE recommendations.

2.2. The majority of the programme will be delivered through the personal, social, health and economic (PSHE) education, with statutory aspects taught via the science curriculum.

2.3. At key stage 1 and key stage 2, the topics are broken down into specific areas that will be taught appropriate to pupils’ ages.

2.4. Elements of the topics for key stage 1 and 2 are statutory in accordance with the science national curriculum and therefore must be taught. **Other areas, which are non-statutory and are suggestions for what could be taught in relation to each year group and the relationships and sex education programme, are able to be moved to older year groups or deleted, appropriate to the school/academy’s wishes.**

We are dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils’ needs.

We consult with parents, pupils and staff in the following ways:

* Questionnaires and surveys
* Meetings
* Training sessions
* Newsletters and letters

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

* Organising a meeting with the headteacher.
* Emailing the school office – details of which can be found on the school website

## 4. Key stage 1

4.1. Pupils in Year 1 are taught:

* About the different ways in which they have changed since they were a baby, including the changes to their bodies.

4.2. Pupils in Year 2 are taught:

* To match the correct body parts to a male and female.
* The function of clothing to make us look nice, keep us warm and keep certain parts of our bodies private.
* About the process of aging and the fact that this cannot be controlled.

## 5. Key stage 2

5.1. Pupils in Year 3 are taught:

* That humans reproduce and produce offspring.

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|  | About the word “puberty”, and that this is used to explain when a child’s body turns into an adult. |
|  | About the importance of hygiene. |
|  | The biological terminology used to describe changes in boys’ and girls’ bodies as they go through puberty. |
|  | About stereotypical ideas regarding parenting and family roles. |
| 5.2. | Pupils in Year 4 are taught: |
|  | To identify some of the changes which have already happened to their bodies (e.g. growing taller) and accepting that they cannot change these. |
|  | About the importance of relationships, focussing on the development of friendships. |
| 5.3. | Pupils in Year 5 are taught: |
|  | More about how girls’ and boys’ bodies change during puberty, including how they might feel about these changes. |
|  | About ‘self-image’ and the idea that how they see themselves is not necessarily how others see them. |
|  | That attraction to others of the opposite or same sex is a natural part of growing up. |
|  | About what terms such as “gay” mean, as and when these terms arise. |
|  | About different situations and scenarios represented in the world around them (e.g. same sex parents). |
|  | To identify things that they are looking forward to about becoming a teenager and to understand that growing up brings responsibilities. |
|  | That the legal age for sexual consent is 16. |
| 5.4. | Pupils in Year 6 are taught: |
|  | That babies are made during sexual intercourse. |
|  | That having a baby is a choice which responsible adults make when they are with someone they love. |
|  | Strategies for the development of positive self-image and self-esteem. |
|  | To use their knowledge to answer questions their peers may have about getting older. |
|  | The importance of looking after themselves physically and emotionally. |
|  | The way in which being physically attracted to someone might change the nature of the relationship that they have with each other. |
|  | About what to expect in secondary school and to discuss any worries that they might have about this transition. |
| 5.5. | During Year 6 classes, pupils may be taught in gender-segregated groups dependent upon the nature of the topic being taught. |
|  | The way in which hormonal control occurs, including the effects of sex hormones. |
|  | About medical hormones such as those relating to fertility. |

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| How sex is determined in humans.   * About the benefits and risks of lifestyle choices which may affect sexual health. * About positive characteristics in relationships, and what relationships should offer. * The importance of being aware of exploitation in relationships and how this is not normal behaviour in a loving relationship. * The responsibilities of parenthood and the consequences of what pupils’ actions have on sexual activity and parenthood. * About abortion and how this is dealt with by health professionals, as well as how to discuss this with parents and others. * The use of medical hormones to control and promote fertility. * The importance of the law in regards to the legal age for engaging in sexual activity, the significance of consent and the consequences for when the law is not complied with. * About trans\* individuals and acceptance in society. * About the use of ‘sexting’ and the importance of being aware of what pupils post online. * How the media portrays others with particular consideration to body image and self-esteem. * About the use of pornography and how this creates distorted images of sex and relationships, as well as placing gender expectations on males and females. * Where and how to obtain confidential advice, counselling and treatment.  1. **Working with parents**   The school understands the important role parents play in enhancing their children’s understanding of relationships and sex education. Similarly, we also understand how important parents’ views are in shaping the curriculum. This will include providing parents with frequent opportunities to understand and ask questions about the school’s approach to relationships and sex education.  The school will consult closely with parents when reviewing the content of the school’s relationships and health education curriculum, and will be given regular opportunities to voice their opinions and concerns. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a ‘veto’ on curriculum content, and all final decisions will be the schools to make.  Parents are provided with the following information:   * The content of the relationships, sex and health curriculum * The delivery of the relationships, sex and health curriculum, including what is taught in each year group * The legalities surrounding withdrawing their child from the subjects * The resources that will be used to support the curriculum   The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum. Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.   * 1. The school understands that the teaching of some aspects of the programme may be of concern to parents/carers.   2. The school will ensure that no teachers express their personal views or beliefs when delivering the programme.   3. Parents/carers will be regularly consulted on the content of the programme, through meetings and letters.   4. The school respects the legal right of parents/carers to withdraw their child from all or part of the sex and relationship education programme, except for those statutory parts included in the science national curriculum.   5. A list of the statutory topics included in the science national curriculum at the different key stages, can be found in Appendix 2 – Science national curriculum.  1. **Relationships education overview**   **Families and people who care for me**  By the end of primary school, pupils will know:   * That families are important for them 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.   **Caring friendships**  By the end of primary school, pupils will know:   * 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, but 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. * How to manage conflict. * How to manage different situations and how to seek help from others if needed.   **Respectful relationships**  By the end of primary school, pupils will know:   * The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs. * Which 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help. * What a stereotype is, and how they can be unfair, negative or destructive. * The importance of permission-seeking and giving in relationships with friends, peers and adults.   **Online relationships**  By the end of primary school, pupils will know:   * That people sometimes behave differently online, including 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, even when we are anonymous. * The rules and principles for keeping safe online. * How to recognise harmful content and contact online, and how to report these. * How to critically consider their online friendships and sources of information. * The risks associated with people they have never met. * How information and data is shared and used online.   **Being safe**  By the end of primary school, pupils will know:   * 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. * 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, including online, who 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 and 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 seek advice, for example, from their family, their school and other sources.  1. **Health education overview**   The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.  **Mental wellbeing**  By the end of primary school pupils will know:   * 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 and nervousness. * The scale of emotions that humans experience in response 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 are appropriate and proportionate. * The benefits of physical exercise, time outdoors, community participation, and 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. * How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult. * 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), extending to who in school they should speak to if they are worried about themselves or others. * That it is common to experience mental ill health and, for the 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**  By the end of primary school, pupils will know:   * 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. * 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. * How to recognise and display respectful behaviour online. * The importance of keeping personal information private. * Why some social media, some computer games and online gaming 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, inclusive of 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**  By the end of primary school, pupils will know:   * 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 by 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**  By the end of primary school, pupils will know:   * What constitutes a healthy diet, including an understanding of 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 obesity, and other behaviours, e.g. the impact of alcohol on health.   **Drugs, alcohol and tobacco**  By the end of primary school, pupils will know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.  **Health and prevention**  By the end of primary school, pupils will know:   * 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 and viruses, how they are spread and treated, and the importance of hand washing. * The facts and science relating to immunisation and vaccination.   **Basic first aid**  By the end of primary school, pupils will know:   * 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**  By the end of primary school, pupils will 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 and key facts relating to the menstrual cycle.   1. **Sex education**   All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.   1. **Delivery of the curriculum**   The relationships, sex and health education curriculum will be delivered as part of our PSHE curriculum Using our ‘Spring Fever’, ‘Jigsaw’ and ‘Everyone’s Welcome: No Outsiders’ schemes of work.  Through effective organisation and delivery of the subject, we will ensure that:   * Core knowledge is sectioned into units of manageable size. * The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work. * Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.   The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children’s physical, emotional and sexual development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils’ needs.  At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.  Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.  Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We will endeavour to support all pupils to feel that the content is relevant to them and their developing sexuality.  We will ensure that LGBTQ+ content is fully integrated into the relationships and health curriculum, rather than delivered as a standalone unit or lesson. The school will ensure it is communicated to parents and stakeholders that LGBTQ+ relationships and content are not inherently sexual in nature, and parents do not have the right to withdraw their children specifically from lessons regarding LGBTQ+ issues.  Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity.  Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school’s Online Safety Policy.  Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.  Teachers will ensure that pupils’ views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil’s age.  In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.  Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.  Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.  The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.  Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.  Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress – these include the following:   * Written assignments * Group presentations * Group tasks * Projects  1. **Equal opportunities**   The school understands and abides by The Equality Act 2010, and fully respects the rights of pupils and staff members, regardless of any protected characteristics that they may have.  These include:  • Age  • Sex  • Sexual orientation  • Race  • Disability  • Religion or belief  • Gender reassignment  • Pregnancy or maternity  • Marriage or civil partnership  The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that relationships and health education programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs.  Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other support needs.  Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence of sexual harassment.  When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils’ needs, including the gender and age range of our pupils.  In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behavioural Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.  The school understands that relationships, sex, and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the wellbeing lead to discuss this. Curriculum links The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils’ learning. Relationships, sex and health education will be linked to the following subjects in particular:   * **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty. * **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support. * **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles. * **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions. * **PSHE** – pupils learn about respect and difference, values and characteristics of individuals. |

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| 1. **Confidentiality**     1. Confidentiality within the classroom is an important component of sex and relationship education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.    2. Teachers must, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school’s Child Protection Policy. 2. **Behaviour**    1. The school has a zero-tolerance approach to bullying. Any bullying incidents caused as a result of the sex and relationship education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.    2. Any occurrence of these incidents should be reported to a member of school staff, who will then discipline the pupil once they are on school premises.    3. These incidents will be dealt with following the process in our Anti-bullying and Harassment Policy. The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil. 3. **Staff training**   All staff members at the school will undergo training on an annual basis to ensure they are up-to-date with the relationship, sex and health education programme and associated issues. Members of staff responsible for teaching the subjects will undergo further training on an annual basis, led by the relationships, sex and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.  Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as ‘sexting’, which may need to be addressed in relation to the programme.   1. **Monitoring quality**   The relationships and sex education subject leader is responsible for monitoring the quality of teaching and learning for the subjects. They will conduct subject assessments on a termly basis, which will include a mixture of the following:   * Self-evaluations * Lesson observations * Topic feedback forms * Learning walks * Work scrutiny * Lesson planning scrutiny   The RSE subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects. They will also work regularly and consistently with the headteacher and RSE link governor, e.g. through annual review meetings, to evaluate the effectiveness of the subjects and implement any changes.   1. **Monitoring and review**     1. This policy will be reviewed by the headteacher in conjunction with the PSHE coordinator on an annual basis.    2. Any changes needed to the policy, including changes to the programme, will be implemented by the headteacher.    3. Any changes to the policy will be clearly communicated to all members of staff involved in the sex and relationship education programme. |

## Appendix 1 – Letter to parents/carers

**Glenmere Primary school**

**Estoril Avenue**

**Wigston**

**Leicester**

**Le183RD**

Dear Parent/carer,

**RE: Sex and relationship education at Glenmere Primary School**

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide a sex and relationship education programme.

At Glenmere Primary School, we believe that it is important to provide our pupils with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

The details of what will be taught to the various year groups is detailed in the school’s Sex and Relationship Education Policy, which can be accessed on our school website, or in hard copy via our school office.

Though schools must provide sex and relationship education for pupils from the age of 11, up until the age of 19, only aspects of the science national curriculum are compulsory for pupils to learn. Therefore, as parents/carers, you are entitled to request that your child be removed from sex and relationship education lessons.

Such requests should be submitted to myself, the headteacher, who will discuss this with you and your child’s teacher and determine an appropriate substitute for these lessons. In most instances, children will be provided with self-directed reading or exercises which they can complete under the supervision of a trainee teacher.

If you have any concerns or queries about your child’s participation in these lessons, please do not hesitate to contact either myself or your child’s class teacher to discuss these. Yours sincerely,

Mrs S Conlon

Headteacher

## Appendix 2 – Science national curriculum

In accordance with the DfE’s ‘Sex and Relationship Education Guidance’ 2000, there are certain aspects of sex and relationship education which are compulsory for pupils to learn as they progress through the key stages.

|  |  |  |
| --- | --- | --- |
| **Key stage** |  | **Pupils must be taught:** |
| Key stage 1 |      | That animals, including humans, move, feed, grow, use their senses and reproduce.  To recognise and compare the main external parts of the bodies of humans.  That humans and animals can produce offspring, and they grow into adults. |
|  |  | To recognise similarities and differences between themselves and others. |
|  |  | To treat others with sensitivity. |
| Key stage 2 |  | That nutrition, growth and reproduction are common life processes for humans and other animals. |
|  |  | About the main stages of the human life cycle. |
| Key stage 3 |    | That fertilisation in humans is the fusion between the egg and sperm.  About the physical and emotional changes that take place during adolescence. |
|  |  | How the foetus grows and develops. |
|  |  | How the growth and reproduction of bacteria and viruses can affect health. |
| Key stage 4 |    | The way in which hormonal control occurs, including the effects of sex hormones.  The medical uses of some hormones, including the control of fertility. |
|  |  | The defence mechanisms of the body. |
|  |  | How sex is determined in humans. |

Update – July 2022