



In our school we love deeply, respecting everyone and treating them with dignity;  
we aspire with confidence, working hard and embracing challenge and  
we serve God and the community, following the example of Jesus, to create a better world.

**Ephesians 5:2 (NLT)**

*“Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us”*

## **Relationships and Sex Education**

### **Rationale**

Latymer All Saints aims to provide a programme of relationships and sex education (RSE) in line with our Personal Social Health Education (PSHE) and the Science curriculum. RSE is lifelong learning about relationships, sex and emotions. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people; it should begin informally in the home with parents and carers long before any formal education at school supports the child's learning.

This policy provides information on how we provide Relationships and Sex Education as part of our curriculum, in addition to the statutory Science National Curriculum topics. The policy is written with guidance from the London Diocesan Board for Schools (LDBS) and is in line with the Children's Act (2004), the Education Act (2006) and the Equalities Act (2010). A draft policy was made available for school community consultation before a final policy was produced. This policy will be reviewed every 2 years.

### **Aims and Objectives**

The purpose of Relationships and Sex Education at Latymer All Saints is to assist our pupils in preparing for adult life. This policy places sex education firmly in the context of relationships as a whole.

Our aims in providing RSE to all pupils at Latymer All Saints are for children:

- To understand about the range of relationships, including the importance of family
- To develop confidence in talking, listening and thinking about feelings and relationships
- To attempt to deal with questions in a sensitive, open and factual way
- To be able to name parts of the body and describe how their bodies work
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To understand the role the media plays in forming attitudes
- To be prepared for puberty
- To be aware of cultural and religious diversity
- To be aware of a range of family structures and relationships

RSE at Latymer All Saints will reflect a Christian concept for the family and associated relationships. It will be taught alongside our school Christian values and will demonstrate and encourage respect for self and others, responsibility for one's own actions and for family, friends, school and the wider community.

### **Equal Opportunities**

Equality of opportunity is concerned with upholding the basic right of every individual to be treated and valued equally. We recognise that society for all age groups contains inequalities and that it is important to eradicate false beliefs and discriminatory practices which create negative feelings, cause frustration and limit individual potential.

We count on the support of pupils, parents, staff, governors and the wider community in forming a policy which ensures that all people are valued and treated fairly in our society.

## **Roles and Responsibilities**

The Governing Body will:

Work with the Headteacher on this policy, keep it up to date, and make it available to parents

Ensure that RSE is provided in an appropriate way that encourages pupils to consider morals and the importance of family values and relationships

The Headteacher will ensure that:

The Governing Body is advised about the nature and organisation of Relationships and Sex Education and how it reflects the aims and values of the school

RSE is provided in a way that encourages pupils to consider morals and the importance of family values and relationships

Pupils are protected from inappropriate teaching materials and teaching is monitored to ensure teachers maintain their professional responsibilities

A scheme of work is agreed and implemented

Parents are informed about the programme for RSE

Staff who teach Relationships and Sex Education are expected to:

Establish ground rules within the classroom

Provide RSE in accordance with this policy and in a way which encourages pupils to consider morals and the value of family life

Participate in school training to provide RSE in line with this policy

Use professional judgement when answering questions. Staff are not expected to answer personal questions or questions that may make them uncomfortable

Ensure that personal beliefs and attitudes will not influence their teaching of RSE

Pupils will:

Be able to ask questions anonymously

Treat all questions/questioners with respect

Avoid asking teachers personal questions about their own views or lives

## **Involvement of Other Professionals**

From time to time the school may invite input from other professionals in the delivery of RSE, e.g. school nurse. Where this happens, the visitor will have access to this policy and act in accordance with it.

## **Procedures for Pupil Withdrawal from RSE**

Parents will have the opportunity to see the programme of study and will be encouraged to speak to the class teacher should they have any concerns about the content and delivery of RSE. A pupil cannot be withdrawn from RSE where this is taught as biological information within the Science National Curriculum. Hence children who are withdrawn from sex education within PSHE lessons will still receive biological information but this will not be taught in the context of relationships. In the instance that the right to withdrawal is exercised, parents/carers should be made aware that RSE could arise naturally from discussion between pupils in the playground and this will not be subject to the same controls or factual information taught within the lesson.

Children whose parents/carers exact their right to withdraw them from RSE will be temporarily transferred to an alternative class. Requests for withdrawal must be in writing to the class teacher and Headteacher and will only be granted for specific RSE lessons.

## **Confidentiality**

Confidentiality will be respected. However, any disclosure that raises concerns for the safety and well-being of individuals will be managed according to the Child Protection Policy, and discussed on a 'need to know' basis only.

## **Teaching of Relationships and Sex Education**

At Latymer All Saints, we teach RSE to all of the children in the school through different aspects of the curriculum. Whilst we carry out the main RSE teaching in our Personal, Social and Health Education (PSHE) curriculum through an agreed RSE syllabus (see appendix 1), we also teach some RSE through other subject areas (for example, Science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

PSHE: In PSHE we teach children about relationships, and we encourage children to discuss issues.

Science: We teach the programmes of study set out in the national curriculum.

PE: Personal hygiene, healthy lifestyles and fitness form some of the RSE curriculum covered in PE.

## **Monitoring and evaluation**

The delivery of RSE is monitored by the PSHE Leader and the senior leader team (SLT) through reviews of schemes of work, lesson observations, book looks and learning walks. Pupils' development in RSE is monitored by class teachers.

## **Our Scheme of Work – The Christopher Winter Project**

The Governing Body at Latymer All Saints have agreed that the school staff will use the Christopher Winter Project as its scheme of work for delivering specific RSE to our children. The scheme of work covers RSE from Reception to Year 6 with clear progression from year to year to ensure that our children receive age appropriate but necessary information to prepare them for the next stages of their lives. More specific information on the topics covered can be seen in the scheme of work detailed in appendix 1.

The scheme of work is taught via a series of video clips and resources to enable the children to engage in the learning. Each year group will have a series of lessons. After each lesson, time is allowed for discussion, questions and answers.

Staff are trained to deliver the scheme of work and the materials contained within the syllabus fit within our ethos and vision as a school. Parents are notified in advance when the RSE units are to be taught and invited to look at the resources if they wish.

Accepted by the Governing Body: Summer term 2021

Review Date: 2023

## **Appendix 1. Relationships and Sex Education Scheme of Work – The Christopher Winter Project**

### **Reception – Family and Friendships**

#### **Lesson 1: Caring Friendships**

- To recognise the importance of friendship
- Know that friendships can make us feel happy
- Know some ways that we can make new friends feel welcome

#### **Lesson 2: Being kind**

- To recognise the importance of saying sorry and forgiveness
- Know that arguing with friends and then making up can make friendships stronger
- That resorting to violence is never right

#### **Lesson 3: Families**

- To recognise that all families are different
- Identify different members of the family
- Understand how members of a family can help each other

### **Year 1 – Growing and Caring for Ourselves**

#### **Lesson 1: Different Friends**

- To understand that we are all different but can still be friends
- Know that we can be friends with people who are different to us

#### **Lesson 2: Growing and Changing**

- To discuss how children grow and change
- Understand that babies need care and support
- Know that older children can do more by themselves

#### **Lesson 3: Families and Care –**

- To explore different types of families and who to ask for help
- To identify who can help when families make us feel unhappy or unsafe

### **Year 2 – Differences**

#### **Lesson 1: Differences**

- To introduce the concept of gender stereotypes
- To identify differences between males and females
- Understand that some people have fixed ideas about what boys and girls can do
- Describe the difference between male and female babies

#### **Lesson 2: Male and Female Animals**

- To explore some of the differences between males and females and to understand how this is part of the lifecycle
- Describe some differences between male and female animals
- Understand that making a new life needs a male and a female

#### **Lesson 3: Naming Body Parts**

- To focus on sexual difference and name body parts
- Describe the physical differences between males and females
- Name the different body parts

### **Year 3 – Valuing Difference and Keeping Safe**

#### **Lesson 1: Body Differences**

- To identify that people are unique and to respect those differences
- To explore the differences between male and female bodies
- Know and respect the body differences between ourselves and others

- Name male and female body parts using scientific vocabulary

### **Lesson 2: Personal Space**

- To consider appropriate and inappropriate physical contact and consent
- Understand that each person's body belongs to them
- Understand personal space and unwanted touch

### **Lesson 3: Help and Support**

- To explore different types of families and who to go to for help and support
- Understand that all families are different and have different family members
- Identify who to go to for help and support

## **Year 4 – Growing Up**

### **Lesson 1: Changes**

- To explore the human lifecycle
- To identify some basic facts about puberty
- Understand that puberty is an important stage in the human lifecycle
- Know some changes that happen during puberty

### **Lesson 2: What is Puberty**

- To explore how puberty is linked to reproduction
- Know about the physical and emotional changes that happen in puberty
- Understand that children change into adults to be able to reproduce if they choose to

### **Lesson 3: Healthy Relationships**

- To explore respect in a range of relationships
- To discuss the characteristics of healthy relationships
- Know that respect is important in all relationships including online
- Explain how friendships can make people feel unhappy or uncomfortable.

## **Year 5 – Puberty**

### **Lesson 1: Talking about Puberty**

- To explore the emotional and physical changes occurring in puberty
- Explain the main physical and emotional changes that happen during puberty
- Ask questions about puberty with confidence

### **Lesson 2: The Reproductive System**

- To understand male and female puberty changes in more detail
- Understand how puberty affects the reproductive organs
- Describe what happens during menstruation and sperm production

### **Lesson 3: Health and Support**

- To explore the impact of puberty on the body and the importance of physical hygiene
- To explore ways to get support during puberty
- Explain how to keep clean during puberty
- Explain how emotions/relationships change during puberty
- Know how to get help and support during puberty

## **Year 6 – Puberty, Relationships and Reproduction**

### **Lesson 1: Puberty and Reproduction**

- To consider puberty and reproduction
- Describe how and why the body changes during puberty in preparation for reproduction
- Talk about puberty and reproduction with confidence

### **Lesson 2: Communication in Relationships**

- Exploring the importance of communication and respect in relationships
- Explain differences between healthy and unhealthy relationships

- Know that communication and permission seeking are important

**Lesson 3: Families, Conception & Pregnancy**

- To consider different ways people might start a family
- Describe the decisions that have to be made before having children
- Know some basic facts about conception and pregnancy

**Lesson 4: Online Relationships**

- To explore positive and negative ways of communicating in a relationship
- To have considered when it is appropriate to share personal/private information in a relationship
- To know how and where to get support if an online relationship goes wrong