



LLOYD WILLIAMSON
FOUNDATION

Relationships Education (Primary) and Relationships and Sex Education (Secondary) Policy

Lloyd Williamson Schools Foundation

As we are an all-through school (Primary and Secondary), this policy will reflect the needs and requirements of both stages.

1. Aims

The aims of relationships and sex education (RE / RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and 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
- 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 understand how safe routines can reduce the spread of viruses



As a Stonewall champion school, we will embed the value of 'love is love' irrespective of sexuality or gender and help all our students and staff feel supported, valued and protected.

2. Statutory requirements

As a school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RE / RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Lloyd Williamson Schools Foundation we teach RE / RSE as set out in this policy.

3. Policy development

This current policy is on our website and parents are informed when updated via our school newsletters / messaging system – parents and students are encouraged to read the policy and feedback their opinions and ideas for change. The curriculum is also on our website and open for parents to view, discuss and make suggestions. We offer an open door policy regarding this.

Reviews – the policy will be reviewed each time there is a change or a staff member / parent o/ student suggests appropriate changes; we will still have regard for all legislation and will only make changes in relation to current legislation.

1. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
2. Pupil consultation – we investigated what exactly pupils want from their RSE
3. Ratification – once amendments is made, the new policy will replace the previous one on the website and parents, students and staff notified.

4. Definition

RE / RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity at an age-appropriate level.

RE / RSE involves a combination of sharing information and exploring issues and values.

RE / RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out in the RE / RSE curriculum, but we may need to adapt it as and necessary.

We have developed the curriculum in response to comments from parents, pupils and staff, 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, so they are fully informed and do not seek answers online.

The school will support teacher to account for the religious background of all pupils when planning to ensure that the topics and core content are sensitively and appropriately handled. We comply with the [Equality Act 2010](#), and acknowledge the importance of all protected characteristics.

6. Delivery of RE / RSE

Teaching and Learning including delivery of the Curriculum

We teach RE through different aspects of the curriculum and carry out the main teaching in our PSHE curriculum and assemblies.

Since RE and RSE incorporate the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground and our overall ethos. It is important that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

We also teach RE through other subject areas (eg Science, PE and RS and assemblies), 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. Linked with RS, children reflect on family relationships, different family groups and friendships. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In **KS1 and KS2** children learn:

Reception: Family Networks

Y1: Family

Y2: Everybody Needs Caring For

Y3: Family Differences Biological aspects of RSE are taught within the science curriculum, and other

Y4: Changing Relationships

Y5: Building Good Relationships

Y6: Being a Good Parent

RE Year 1

Myself and others: Recognise similarities and differences between themselves and their peers.

Body Parts: Recognise and name, using the proper terminology, parts of the body and what those parts do.

Family: To have identified their special people and be able to describe what makes them special.

Friendships: Demonstrate some skills needed to make and maintain friendships.

Choices: Recognise that some choices will be wrong and other choices will be right.

RE Year 2

Boys & Girls: Understand and respect differences and similarities between boys and girls.

Male and Female: Describe some differences between male and female animals.

Understand that making a new life needs a male and a female.

Naming body parts: Describe the differences between males and females and to name body parts.

Everybody Needs Caring For: Identify ways to show care towards each other. Understand that we all have different needs and need different types of care.

Looking after the body: Describe and carry out basic hygiene. Know what to take responsibility for and when to ask for help.

RE Year 3

Self Esteem: To see oneself as special, to recognise strengths, abilities and personal characteristics.

Challenging Gender Stereotypes: Recognise and challenge gender stereotypes.

Understand that males and females can do (as well as enjoy) the same tasks and things.

Males and Females: Identify and name male and female body parts using agreed words.

Family differences: Recognise that families can be different and to challenge stereotypes about families.

Decision Making: Recognise that choices require decisions.

Safety: To demonstrate basic techniques to resist pressure. To know who they can go to for support and help.

RE Year 4

Growing and Changing: Understand the human life cycle and how the body changes.

Body Changes and Reproduction: Identify some basic facts about puberty, reproduction and pregnancy.

What Is Puberty?: Learn about the physical changes associated with puberty. Know that each person experiences puberty differently.

Feeling, Thinking and Doing: Learn strategies to deal with feelings in the context of relationships.

Assertiveness: Practise being assertive in different situations/ scenarios.

Your Questions Answered: To answer questions about puberty and growing up with confidence and seek help when needed.

RE Year 5

Talking About Puberty: Explain the main physical and emotional changes that happen during puberty:

Becoming Men and Women: Recognise and challenge gender stereotypes particularly from the media.

Puberty and Hygiene: Explore the impact of puberty on the body and the importance of physical hygiene. Explore ways to get support during puberty.

Menstruation: Explain and ask questions about menstruation.

Building Good Relationships: Explain the similarities and differences between friendships and intimate relationships including marriage.

RE Year 6

Puberty and Reproduction: Explore the emotional and physical changes that occur during puberty.

Relationships and Reproduction: Consider reproduction in the context of relationships. Explain how babies are made.

Conception and pregnancy: Describe the decisions that have to be made before having a baby. Know some basic facts about pregnancy and conception.

Being a Parent: Identify some of the skills and qualities needed to be a parent and carer.

Understand the variety of ways in which parents and carers meet the needs of babies and children.

HIV/AIDS: Know what is true and false about how someone can become infected with HIV.

Parents and carers have the right to withdraw their children from some or all, RSE lessons, but not statutory Science lessons. However, should you be considering such a step, first talk it through with your child and then, if necessary, contact Lucy Meyer.

SECONDARY RSE: Chalkers (lower / middle and upper) – Hydras (lower and upper)

RSE and PSHE for our secondary students is based on open discussions and relevant to the children's own experiences. As an inner city school in a relatively deprived area we need to be aware of the experiences that our children encounter. Both PSHE and RSE are intertwined and not seen as distinct subjects. To this end we specifically discuss...

1. Changes through puberty and adulthood. All genders participate together in these discussions to enable our students to understand the changes and needs that their peers go through.
2. Child on child abuse and sexual violence.
3. Talking about feelings – mentoring
4. Social Presentation.
5. Talking to the opposite sex
6. Honour based abuse
7. FGM
8. Different family make-ups. Love is Love.
9. Forced marriage
10. Sexual harassment
11. Safe sex
12. Commitment in relationships
13. Focus on language – appropriate and inappropriate terminology and use of words / names etc. E.g. misanthropic and misogynistic language

We work closely with the ethos of Stonewall – we believe all children and young people should be proud of who they are, their family and themselves. We consider sexuality an important part of who are children are and strive to eliminate any homophobic comments within our school.

We embed these views in all we do including the literature in the libraries, posters of famous LGBTQ+ celebrities etc

For our primary aged children, relationships education 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

For our secondary aged students RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are 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).

Language

Children should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will always be used for teaching.

Pupils' Questions

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will account for the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered. We will leave space in our curriculum topics to covers more general aspects and lessons which arise from incidents at school, in the wider world, and from requests and / or interests raised by pupils.

If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

Harassment and bullying

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear. Some pupils may use terms such as 'poof', 'gay' and 'lesbian' to harass other pupils. This is unacceptable and will be dealt with as any other form of harassment, through the school behaviour and discipline procedures. An understanding of human difference, including sexuality and gender, is an important aspect of education and will be addressed as appropriate through the curriculum.

Advising Parents / Carers

Parents/Carers will have access to the policy and curriculum via the website. Further details of the lessons will be provided to parents upon request.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of safeguarding following the school's procedures for reporting to the DSL. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the DSL.

Special Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain an appropriate understanding for their developmental stage.

Equal Opportunities

RE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

7. Roles and responsibilities

7.1 The Co-Principals

The Co-Principles are responsible for ensuring that RE / RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.2 Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RE / RSE. Staff who have concerns about teaching RE / RSE are encouraged to discuss this with the headteacher.

7.3 Pupils

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

8. Parents' right to withdraw

In the primary school:

- Parents do not have the right to withdraw their children from relationships education.
- Parents have the right to withdraw their children from the non-science components of sex education within RSE.
- Requests for withdrawal should be put in writing using the form found at the end of this policy and addressed to the headteacher.
- Alternative work will be given to pupils who are withdrawn from sex education.

In the secondary school:

- Parents have the right to withdraw their children from the non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.
- Requests for withdrawal should be put in writing using the form found at the end of this policy and addressed to the headteacher.
- A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.
- Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are encouraged to discuss this policy and add topics in response to children/students requests and questions. All staff will have a say in which topics we include in PSHE and RE / RSE.

There is an open forum at the end of every staff meeting to discuss the curriculum etc.

10. Monitoring and Evaluation

This policy and scheme of work will be regularly reviewed and any feedback from teachers, parents/carers and pupils will be considered. The delivery of RSE is monitored by the SMT through 'learning walks', moderation of MTPs etc

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed the Co-Principals annually.

Complaints Procedure

Any complaints about the Sex and Relationship programme should be made through the school's complaints procedure and in the first instance be directed Lucy Meyer.

Dissemination

Copies of this policy will be provided for teachers, parents/carers will be informed of its publication on the school website.

Further Policies

In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Safeguarding policy
- Anti-bullying policy and procedures
- GDPR
- Science policy

Updated September 2023

Next review September 2025

Lucy Meyer

By the end of KS1, pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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
Caring friendships	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

By the end of KS3 – 4, pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • 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 people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

