



Langley Park

Primary Academy

Relationship, Health and Sex Education Policy

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Review: October 2024

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Langley Park Primary Academy considers that Relationship and Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to that for Science. This is covered using the IB Primary Years Programme. We aim to offer pupils a carefully planned programme on human development, relationships, and family life within a safe, supportive atmosphere. We also see this as a fundamental part of safeguarding the children within our care.

1. Aims:

The aims of relationships and sex education (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.

2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#) and [the DFE Statutory Guidance : Relationships Education, Relationships and Sex Education \(RSE\) and Health Education 2019](#)

At Langley Park Primary Academy, we ensure coverage of the National Curriculum, including requirements to teach science. The elements of sex education are contained and covered in the science curriculum.

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

At Langley Park Primary we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, changes, how humans reproduce, healthy lifestyles, diversity and personal identity. It is a key aspect of safeguarding children by developing their understanding of the world and keeping themselves safe.

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary. EYFS requirements are covered in the EYFS curriculum. At Langley Park, we teach RSE as an integral part of a planned PSHE curriculum.

We have developed the curriculum in consultation with parents, pupils and staff, considering the developmental age, needs and feelings of pupils.

Primary sex education will take place in Year 6 and will focus on:

- Preparing boys and girls for the changes that adolescence brings (reviewing learning from Year 5).
- How a baby is conceived and born.

We will inform parents when this aspect of sex education will be taught in advance. This is to enable parents to discuss specific concerns with the class teacher or principal or to consider whether to exercise their right to withdraw from these lessons.

For more information about our curriculum, see our PSHE overview in Appendix 1.

6. Delivery of RSE and health education

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions that are developmentally appropriate for the cohort.

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

In Year 5, the children learn about changes through puberty. This is statutory and covered within the science curriculum and health education requirements. Parents do not have the right to withdraw their child from health education.

In Year 6, the children will revise their knowledge of puberty and will also learn about how a baby is conceived and how a baby is born. Parents will have the opportunity to see all teaching materials prior to the commencement of lessons. They also have the right to withdraw their child from these lessons.

For more information about our PSHE/RSE curriculum, see Appendices 1, 2 and 3.

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, LGBTQ+ 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).

Health Education is taught through our PSHE curriculum and gives our children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others and to seek support if issues arise.

By the end of primary school, our pupils will have been taught content on:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health and prevention
- Basic first aid

We will ensure a safe learning environment by establishing ground rules for participation e.g. ROCK-respect, openness, confidentiality (not discussing in the playground but if the teacher is concerned by something that is raised they will notify the designated safeguarding lead) and being kind.

Pupils will be able to ask questions through anonymous question boxes. This also reduces the likelihood of inappropriate questions that are not covered by our statutory duties being raised with the whole class.

Distancing techniques are used to support teaching of relationships education - such as books, videos, dolls - to allow children to ask questions whilst reducing personal embarrassment or upset as much as possible.

7. Protected characteristics

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation. Everyone in Britain is protected. This is because the Equality Act protects people against discrimination because of the protected characteristics that we all have. Under the Equality Act, there are nine protected characteristics: age, disability, gender (sex), gender reassignment, race, religion or belief, marriage or civil partnership, pregnancy and maternity and sexual orientation. We actively promote these in school through: our core values, our policies, assemblies, British Values, extra-curricular activities, discussion within curriculum subjects and so much more. Alongside this, we have developed these characteristics to link specifically with our PSHE/RSE curriculum through reading and discussion. Below is an outline of story books, which highlight these protected characteristics that are shared across the school year for each year group. The overview can be found in Appendix 2.

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy and hold the Principal to account for its implementation.

8.2 The Principal

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

8.3 Staff

Staff are responsible for:

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

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

The role of the RSE/PSHE lead is to support the teachers with developing the content and teaching materials for the classes as needed.

8.4 Pupils

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

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships or health education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE in year 6 (how a baby is conceived and how a baby is born).

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Principal. Alternative work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as part of their continuing professional development.

The principal may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by the PSHE/RSE lead and Principal through:

- Planning scrutiny
- Learning walks
- Pupil voice etc.

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

This policy will be reviewed by the PSHE/RSE lead annually. At every review, the policy will be approved by the principal.

October 2023

Appendix 1: PSHE and RSE Overview

LPPA PSHE Overview						
PSHE ASSOCIATION LINK FOR RESOURCES AND LESSON PLANS						
Aside from our delivery of PSHE/RSE in the classrooms, we also provide the following opportunities through visitors/events/assemblies:						
	Y5 swimming Y1 Paul Smith and Guide Dog visit Y1 local area walk Y6 restart a heart Y3 KS2 Internet Legends assembly Yr 5 Harvest Performance Y5 Halloween Stall Family Trust Assembly Yr 2 Howletts	Yr 1 and 2 Christmas Show Whole school Kent Fire and Rescue workshops	Y5 Drugs and Alcohol Workshop Yr 1 Arty Farty Workshop A-life Health and Wellbeing Workshop whole school Y5 Street Smart	Yr 1 Maidstone Museum- Local History Yr 1 Natural History Museum- early people/resources and changes over time	Yr 1 Bedgebury Trip- seasonal changes and environmental studies	Y6 Enterprise event Yr 1 Penshurst Toy Museum
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Year R	EYFS Curriculum is on a separate document https://docs.google.com/spreadsheets/d/11rSQVJwR3t2PoJoMOUFnC-IJqMoUxdtCOcoGkdcvTRk/edit#gid=1577968596					
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
	Relationships Ourselves and others; similarities and differences; individuality; our bodies	Relationships Ourselves and others; people who care for us; groups we belong to; families	Health and wellbeing Being healthy; hygiene; medicines; people who help us with health	Living in the wider world Money; making choices; needs and wants	Health and wellbeing Keeping safe; people who help us	Living in the wider world Ourselves and others; the world around us; caring for others;

						growing and changing
RSE	To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private					
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
	Relationships Friendship; feeling lonely; managing arguments	Relationships Behaviour; bullying; words and actions; respect for others	Living in the wider world People and jobs; money; role of the internet	Health and wellbeing Keeping safe; recognising risk; rules	Health and wellbeing Being healthy: eating, drinking, playing and sleeping	Health and wellbeing Feelings; mood; times of change; loss and bereavement; growing up
RSE		How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe				
	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?

Year 3



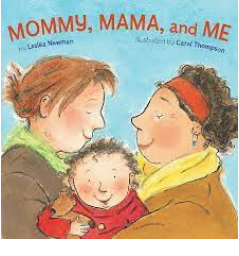
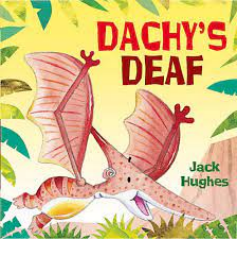
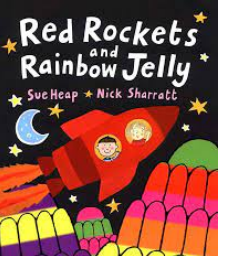
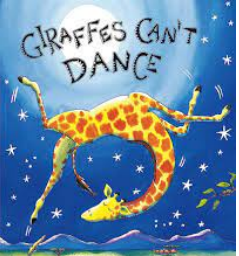

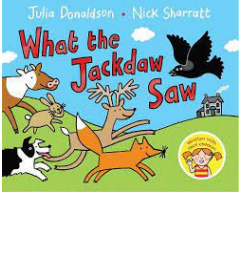
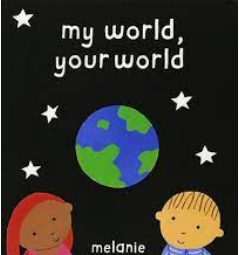
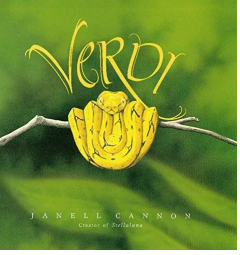
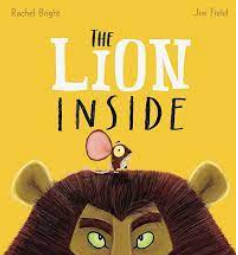
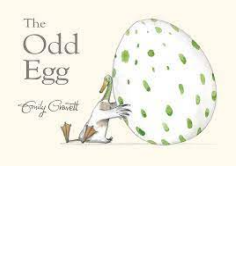
	Relationships Friendship; making positive friendships, managing loneliness, dealing with arguments	Health and wellbeing Keeping safe; at home and school; our bodies; hygiene; medicines and household products	Relationships Families; family life; caring for each other	Living in the wider world Community; belonging to groups; similarities and differences; respect for others	Health and wellbeing Being healthy: eating well, dental care	Health and wellbeing Being healthy: keeping active, taking rest
RSE			How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)			
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
	Health and wellbeing Self-esteem: self-worth; personal qualities; goal setting; managing setbacks	Relationships Respect for self and others; courteous behaviour; safety; human rights	Health and wellbeing Feelings and emotions; expression of feelings; behaviour	Health and wellbeing Growing and changing; puberty	Living in the wider world Caring for others; the environment; people and animals;	Health and wellbeing Keeping safe; out and about; recognising and managing risk



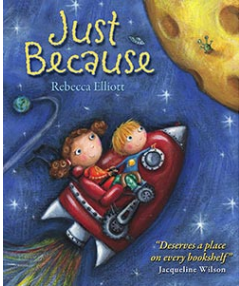
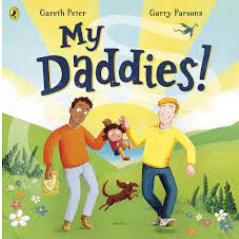
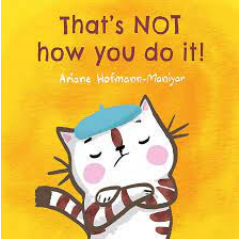
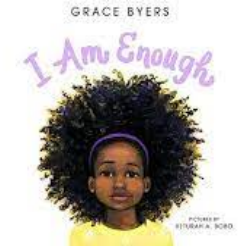
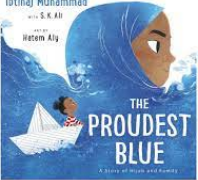


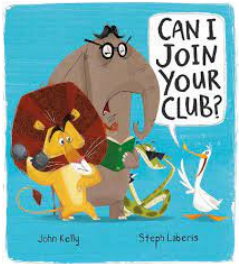
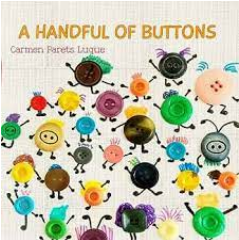
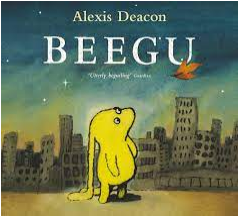
					shared responsibilities, making choices and decisions	
RSE				<p>About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</p> <ul style="list-style-type: none"> • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty 		
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
	<p>Health and wellbeing</p> <p>Identity; personal attributes and qualities; similarities and differences;</p>	<p>Living in the wider world</p> <p>Money; making decisions; spending and saving</p>	<p>Health and wellbeing</p> <p>Basic first aid, accidents, dealing with emergencies</p>	<p>Relationships</p> <p>Friendships; relationships; becoming independent; online safety</p>	<p>Health and wellbeing</p> <p>Drugs, alcohol and tobacco; healthy habits</p>	<p>Living in the wider world</p> <p>Careers; aspirations; role models; the future</p>


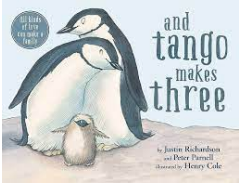
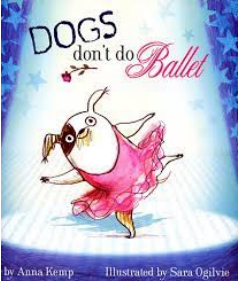

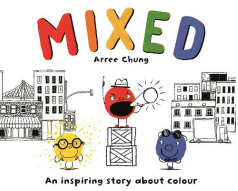
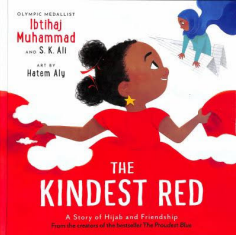
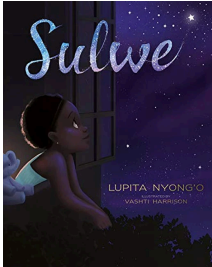
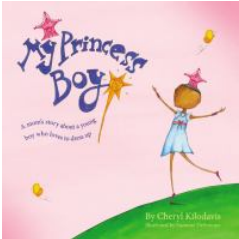
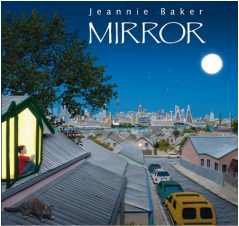


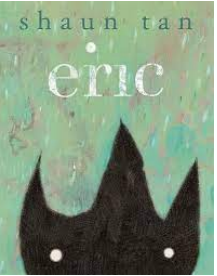
	individuality; stereotypes					
RSE				Medway Scheme lessons <ul style="list-style-type: none"> • Time to change • Menstration and wet dreams • Personal hygiene • Emotions and feelings 		
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	
	Health and wellbeing Looking after ourselves; growing up; becoming independent; taking more responsibility		Living the wider world Media literacy and digital resilience; influences and decision-making; online safety		Relationships Different relationships, changing and growing, adulthood, independence, moving to secondary school	
RSE					<ul style="list-style-type: none"> • That people have different kinds of relationships in their lives, including romantic or intimate relationships • That people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another That adults can choose	<ul style="list-style-type: none"> • How puberty relates to growing from childhood to adulthood <ul style="list-style-type: none"> • About the reproductive organs and process - how babies are conceived and born and how they need to be cared for • That there are ways to prevent a baby being made

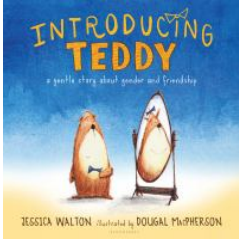
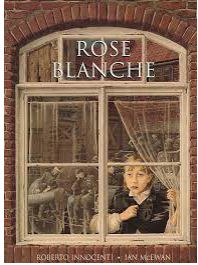
					<p>to be part of a committed relationship or not, including marriage or civil partnership</p> <ul style="list-style-type: none"> • That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime 	
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Appendix 2: Protected Characteristics Overview

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
EYFS						
	Gender	Race	Families and how they can be different	Disability	Differences	Self-confidence in being you
Year 1						
	Gender	Disability	Race	Age	Self-confidence in being you	Families and how they can be different

Year 2						
	Gender	Race	Disability	Families and how they can be different	Accepting differences	Self-confidence in being you
Year 3						
	Race, religion & beliefs	Self-confidence in being you	Age	Differences	Families and how they can be different	Isolation

Year 4						
	Race	Families and how they can be different	Self-confidence in being you	Families and how they can be different	Race	Race, religion & beliefs
Year 5						
	Race	Gender	Diversity	Differences	Families and how they can be different	Race

Year 6						
	Gender & friendship	Age	Disability	Religion, race, discrimination & prejudice	Race & refugees	Self-confidence in being you

Appendix 3: By the end of primary school 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
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

Appendix 4: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<i>Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships and health lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom.</i>