



Lythe CEVC School

Relationships, Sex and Health Education Policy

Approved by Governing Body : March 2025

Next review: March 2026

Contents

1. Introduction – Our Intent.....	page 1
2. Defining Relationship Education.....	page 2
3. Defining Sex Education in Primary Schools.....	page 3
4. Implementation - Content of our taught Curriculum.....	page 3
5. Equality SEND/LGBT.....	page 4
6. Impact - Assessment and Evaluation.....	page 5
7. Answering Children’s Questions.....	page 6
8. Parental Right to Withdraw.....	page 7
9. Policy on Menstruation.....	page 7
10. Safeguarding Children.....	page 8

1- Introduction – Our Intent

Our intent is to ensure that PSHE is embedded across the whole curriculum, it is inclusive of sex and relationships education. Whilst providing all children with a planned 'spiral' programme of learning opportunities and experiences that help them happily grow up healthy, safely and as individuals, members of families and their communities. We believe every child has the right to learn to succeed.

In KS1, we begin our learning journey by introducing the 5 key themes and introducing basic vocabulary. The five themes are; me and my relationships, keeping myself safe, my healthy lifestyle, me and my future and becoming an active citizen. Each theme is visited every year, deepening knowledge and applying it at an age-appropriate level. By the end of KS2 we aim for pupils have developed a skill set and good level of understanding within all 5 key themes to prepare and equip them for their next stage in life the journey into secondary education.

Fundamental British Values of Democracy, Rule of Law, Tolerance, Mutual Respect and Individual Liberty are also explored through our spirals approach and are embedded across all aspects of school life.

PSHE makes a significant contribution to children and young people's personal, spiritual, moral, social and cultural development. Using the 'Growing up in North Yorkshire' information we are able to design a curriculum based on meeting the specific needs of all our pupils at Lythe Primary School to prepare them for life in the wider world.

We aim to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Allowing them to be able to self-reflect, and develop resilience strategies. To ask and access help and support. To teach them they have the right to be heard and a responsibility to listen. We continually promote all forms of equality and prepare them for life in modern Britain, life in a digital world and the wider-world.

2- Defining Relationships Education

The Department for Education define relationships education as "the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults".

At Lythe Primary School, we believe relationships education is designed to help children develop the skills to recognise and manage healthy relationships both online and in the real world.

We support our children when they recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. We celebrate these differences to ensure every child feels valued. There are many different family structures and all children have the right to feel safe. This is always done with the highest level of sensitivity. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures).

Our curriculum is designed to build self-esteem and to explore personal identity, equipping them for the wider-world and allowing them to make safe, well informed decisions within their life.

It begins in early education, teaching children how to take turns, how to treat others respectfully with kindness and consideration. We look at the importance of honesty, permission seeking and giving. Respecting personal space and boundaries is covered looking at the differences between appropriate and inappropriate contact. This is always taught in an age appropriate way e.g. through play, resources and boundaries. We guide them to realise that their body is special and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries.

It is important for children to know the names and functions of their body parts and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private body parts, children are proven to be safer from abuse. This is always taught in an age appropriate way starting in **Year 1 with the NSPCC Pants Campaign**.

Relationships education also creates a platform to teach children about positive emotional health and mental wellbeing. Including the positive impact of accessing support friendships and coping strategies.

3- Defining Sex Education

In 2019 The Relationship & Sex Education and Health Education (England) Regulations, made Relationship Education compulsory in all primary schools, sex education is currently not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.

The content should ensure that all children are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Our Sex Education lessons, which are additional to the statutory learning outcomes set out in the Key Stage 2 Science curriculum, are solely for children during the summer term in Year 6 and are delivered through the **BBC Active – Focus: Growing Up and HSE Busy Bodies materials**. These sessions answer the question: How are babies made? In an age-appropriate way, they explain how conception occurs, pregnancy and birth. Parents are always invited to view these materials prior to the lessons starting.

We recognise that some parents might find it uncomfortable the thought of their child receiving sex education in Primary school. Equally we recognise that children may have questions about their bodies and the way they work. Children are openly encouraged to ask questions in a safe space without the fear of judgment or shame. We believe teaching these topics early will avoid children becoming embarrassed by them.

4- Implementation – Our Curriculum

We implement our curriculum by following and adapting to meet the needs of the children at Lythe Primary School. With Relationships and Health Education becoming statutory in September 2020, the government want pupils to be able “to embrace the challenges of creating a happy and successful adult life”. Children will be taught core knowledge broken down into five manageable sized units taught in a carefully sequenced way across the school each year building on the previous. We therefore provide a spiral programme of knowledge, vocabulary, skills and attribute development, where prior learning is revisited, reinforced and extended in age- and stage-appropriate contexts through engaging and inspiring stimuli. (See progression document for specific year group information)

These five themes are:

- Me and My Relationships
- Keeping Myself Safe
- My Healthy Lifestyle
- Me and My Future
- Becoming an Active Citizen

Five Themes	Me and My Relationships	Keeping Myself Safe	My Healthy Lifestyle	Me and My Future	Becoming an Active Citizen
Learning Outcomes	<ul style="list-style-type: none"> • Sex Education • Relationships education 	<ul style="list-style-type: none"> • Online Safety • Drugs, alcohol, tobacco and high-risk behaviours 	<ul style="list-style-type: none"> • Healthy Lifestyles (emotional and physical wellbeing) • Emotional Health 	<ul style="list-style-type: none"> • Careers Education • Personal Finance 	<ul style="list-style-type: none"> • Citizenship
	<i>Risk Taking and Keeping Safe are continuously interwoven between all five themes.</i>				

Within these themes, many cross curricular links are made to meet the wider needs of the National curriculum. Our interwoven learning outcomes cover; relationships and sex education, online safety, drugs, alcohol, tobacco and wider high-risk taking behaviours, careers education and personal finance, citizenship, healthy lifestyles and emotional health and wellbeing. (see our progression document for specific year group lesson outlines)

Lessons are delivered by qualified class teachers in a safe environment so children have the opportunity to ask questions. Children will be taught in their usual class group we will not be separating them based on gender and identity. During lessons, we aim to use active teaching and learning methods to develop questioning, thinking and debate skills to empower, motivate and inspire our learners. Children at Lythe Primary School use the skills and values learnt through our PHSE curriculum in real life contexts to bring learning to life and make it relevant.

Our statutory education objectives relating to the adolescent body are part of the statutory health education learning outcomes and therefore parents cannot withdraw from these.

- I understand the physical and emotional changes I will go through at puberty.

- I can look after my body and health as I go through puberty.
- I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this.

5- Equality

Under the Equality Act 2010 we need to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. As a result, our RSE needs to be sensitive to the different needs of all individual children.

SEND provision

It is important that a child's starting point is considered and any specific needs are taken into consideration. On occasion, we may need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

How we offer this SEND support:

- Peer reading/support of imagery
- Use of word banks/pre-taught vocabulary
- Variety of media and recording methods matched to the individuals needs
- Small steps of success to ensure progress can be made each session
- Interactive lessons that encourage peer discussion
- Role-play
- Small group intervention teaching for specific objectives
- Working collaboratively with parents/carers

LGBT inclusion

In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. (please see The Equality Act 2010 and schools: Departmental advice)

As with all subjects, our planned PSHE curriculum is carefully designed to be inclusive and age appropriate for all children. LGBT inclusion is fully embedded into our curriculum rather than visited as a stand-alone lesson. We celebrate diversity and acknowledge that everyone is special.

How we provide inclusion in sessions:

- Taught vocabulary (timely and age appropriate)
- Inclusion of all family structures
- Focus on celebrating difference and diversity
- Lead by example
- LGBT resources
- Parental support

6- Impact – Assessment and Evaluation

The **impact** of our PSHE education is that children are open, sensitive and reflective individuals who have tools to respond and manage issues in their own lives and have a deep moral understanding of the impact of their actions on others. Pupils use their questioning and debate skills across the curriculum, demonstrating respect and sensitivity to others. We aim for our pupils to celebrate diversity, understand we are all unique and have the confidence to express themselves, their emotions and thoughts.

Assessment in PSHE 's not about assessing someone's 'character or behaviour' but how they are progressing in their learning, their on-going learning needs and the impact the learning is having on them as individuals and members of the school community.

We continuously assess our PSHE curriculum to meet the needs of each cohort and in response to the Growing Up in North Yorkshire Survey Data. Assessment is as critical in PSHE as it is for all subjects to enable all pupils to make progress. It allows for teachers to identify gaps in understanding and address misconceptions to provide all children with the foundations of skills and knowledge. This can result in more specialised focused group work to meet individual needs. We use many different formative assessment methods at the start and end of sessions providing children with various opportunities to ask questions openly before, during and after sessions.

Our PSHE curriculum is structured in such a way that each concept is revisited on an annual basis in some cases more often, in an age appropriate way, building upon prior knowledge and skills to deepen the child's understanding.

7- Answering Children's Questions

Children will often ask staff in school questions that go beyond the reems of our PSHE curriculum. We see this as a positive thing as the children feel safe in their learning environment to feel curious about their bodies and changes that may occur. Often these questions can come out the blue and even be slightly off topic. At Lythe Primary School we believe it is important to answer these questions honestly, factually and appropriately rather than leave them wondering or to find out from older children or online.

In a digitally powered age, children have wider access to online resources and we feel it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet so we can provide factual age appropriate answer. It removes the embarrassment that can develop around such subjects.

How we will tackle questions

- Children are encouraged, praised and given many opportunities and outlets to ask questions to school staff.
- Questions come up that are often on topic and would benefit the whole class- these will be dealt with during the lesson.
- However, on occasion it may be necessary for questions to be differentiated based on a child's experiences, knowledge and level of maturity to provide the best support for individual children.
- If a child asks a question that is unsuitable for whole class discussion we will respond with *'That is an excellent question and I will come and speak to you about it once the other children are working'*.

- If a member of staff is unsure how to answer, we will be honest and tell the child we need to do some further research and thinking to make sure we can answer their question appropriately and explain the answer in a clear age appropriate way.
- If a child asks a question that we think parents may feel inappropriate, we would respond as above and have a conversation with parents/carers first about how they would like us to proceed.
- Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

8- Parental Right to Withdraw

At Lythe Primary School, we believe that the most successful RSE teaching is done when working alongside parents and carers. As our aims remain the same, for children to grow up safe, understanding themselves, their emotions and relationships.

For this reason, we aim to be transparent with lesson content, vocabulary studied and resources used to teach each year group (please refer to our website) We value the importance of parents/carers being informed on lesson content so conversations/ questions can be carried on at home and conversations around their own families, beliefs and values can be discussed. We encourage parents/carers to discuss specific lesson details with class teachers.

Under the new guidance for Relationship Education, Relationship & Sex education and Health Education (DfE 2019), parents retain the right to request their child is removed from some or all of the elements of sex education which go beyond the national curriculum for science. **Maintained schools are required to teach about the main external body parts and changes to the human body as it grows from birth to old age, including puberty.** There is no right to withdraw from the national curriculum, but we believe that through the parental consultation process that was carried out, we have created a curriculum that is sensitive to the views and beliefs of the community we serve. Any parents who wish to discuss this should ask to speak to Mr Johnson.

We recognise that some aspects of RSE may be a sensitive subject for some parents/carers for a number of reasons. Should a parent of a child in Year 6 wish to remove them from the additional sex education aspect then we would ask that you first speak with the child's class teacher to discuss the concerns. We would be very keen to show you the materials used and the context for the lesson to help ease any worries that you may have. If this is the case school will provide your child with other provision for them to engage in during this session.

We must also highlight that whilst parents have the right to withdraw their child from these lessons, they do not have the right to withdraw other children from receiving these lessons.

A child who is withdrawn will remain on the school site and be provided with other work to complete.

9 – Policy on Menstruation

We understand the onset of menstruation can be a confusing time for children if they are not prepared. As a school we acknowledge that we need to educate children and teach them about menstruation is managed. As puberty is occurring earlier than ever before, all of the children begin learning about puberty in year 5 and 6. As part of these lessons, all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically, and sensitively.

Menstruation is a healthy biological function. It should not be something that a person is made to feel embarrassed, shameful or be teased about. As a school we always encourage children to treat each other with respect and empathy and this includes changes that take place during puberty such as menstruation. As a school, we understand period poverty is a thing in the UK. We have provisions in place to ensure your child has all they need so they do not need to work about managing this and can focus on their education.

During these lessons, we will always have menstruation essentials available, such as sanitary products, spare underwear and plastic bags to wrap up underwear should there have been any accidents. We highlight the locations of sanitary bins and hygienic ways to dispose of used items. Children will know how to access these resources and staff will be equipped to discreetly support your child's needs.

On residential visits, menstruation will be appropriately planned for and added to the risk assessment to reduce any feelings of anxiety.

10- Safeguarding children

At Lythe Primary School, your child's safety is our priority. We aim to provide them with the confidence to develop their voice. To understand that they have rights and they can identify unacceptable behaviours in their everyday life and online.

All members of staff who deliver any of our Relationship or Sex Education lessons, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

We recognise that for children who may be vulnerable due to past or present experiences. Whilst it may be sensitive, there may be need to adapt the lessons or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.