

# The Levett School



## Primary Relationship and Sex Education and PSHE Policy

<i>Policy agreed by Management Committee on:</i>	
<i>Review date for Management Committee:</i>	
<i>Allocated Group/Person to Review:</i>	Well-Being Manager
<i>Agreed frequency of Review, by allocated person:</i>	Every Year
<i>Last Review date:</i>	22/05/2025

Melton Road, Sprotbrough, Doncaster, DN5 7SB



Doncaster  
Council

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**NB.** This policy has been created in line with the draft 'Relationships Education, Relationships and Sex Education, and Health Education' 2019 guidance. As the guidance is still in draft form, it is subject to change – this policy will be amended if any changes are made to the final guidance once it is published.

## **Statement of intent**

At Levett School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

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

## **1 Legal framework**

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

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2' This policy operates in conjunction with the following school policies:
- Child Protection and Safeguarding Policy
- Behavioural Policy
- SEND Policy
- Inclusion Policy
- Equal Opportunities Policy
- Harmful Sexual Behaviour Policy
- Anti-Bullying Policy: Pupils
- Social, Emotional and Mental Health (SEMH) Policy
- E-safety Policy

## **2 Roles and responsibilities**

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations. The Headteacher is responsible for:
  - The overall implementation of this policy.
  - Ensuring staff are suitably trained to deliver the subjects.
  - Ensuring that parents are fully informed of this policy.
  - Reviewing requests from parents to withdraw their children from the subjects.
  - Discussing requests for withdrawal with parents.
  - Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
  - Reporting to the governing board on the effectiveness of this policy.
  - Reviewing this policy on an annual basis.

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

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships and health curriculum.
- Ensuring the relationships and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher. Class teachers are responsible for:
- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.
- In line with 2.4, all class teachers will be delivering relationships and health education.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs to meet pupils' individual needs.

### 3 Organisation of the curriculum

- Every primary school is required to deliver statutory relationships education and health education.
- For the purpose of this policy, “**relationships and sex education**” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

- For the purpose of this policy, “**health education**” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school’s PSHE curriculum.
- The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’ guidance.
- The relationships and health curriculum considers the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.
- The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils’ needs; for example, if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

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

- Questionnaires and surveys
- Meetings
- Newsletters and letters
- Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:
  - Organising a meeting with the Headteacher.
  - Emailing or writing to the school.
- The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.
- When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

#### **4 Consultation with parents**

The school understands the important role parents play in enhancing their children’s understanding of relationships and health. Similarly, we also understand how important parents’ views are in shaping the curriculum.

The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in section 3 of this policy.

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.
- Parents are consulted in the review of the curriculum and this policy and are encouraged to provide their views at any time.

## **5 Relationships education overview**

The school always considers the age and development of pupils when deciding what will be taught in each year group.

The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

The details of each topic can be found in the school's medium-term plans.

### **Respecting ourselves and others**

By the end of primary school, pupils will know:

- Y1 – How behaviour affects others; being polite and respectful
- Y2 – Recognising things in common and differences; playing and working cooperatively; sharing opinions
- Y3 – Recognising respectful behaviour; the importance of self-respect; courtesy and being polite
- Y4 – Respecting differences and similarities; discussing differences sensitively.
- Y5 – Responding respectfully to a wide range of people; recognising prejudice and discrimination
- Y6 – Expressing opinions and respecting other points of view, including discussing topical issues.

### **Families and Friendships**

By the end of primary school, pupils will know:

- Y1 – Roles of different people; families; feeling cared for
- Y2 – Making friends; feeling lonely and getting help
- Y3 – What makes a family; features of a family
- Y4 – Positive friendships including online
- Y5 – Managing friendships and peer influence
- Y6 – Attraction to others' romantic relationships; civil partnerships and marriage.

### **Safe relationships**

By the end of primary school, pupils will know:

- Y1 – Recognising privacy; staying safe; seeking permission
- Y2 – Managing secrets; resisting pressure and getting help; recognising hurtful behaviour
- Y3 – Personal boundaries; safely responding to others; the impact of hurtful behaviour
- Y4 – Responding to hurtful behaviour; managing confidentiality; recognising risks online.
- Y5 – Physical contact and feeling safe.

- Y6 – Recognising and managing pressure; consent in different situations.

## **6 Health and wellbeing overview**

The school always considers the age and development of pupils when deciding what will be taught in each year group.

The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

The details of each topic can be found in the school's medium term plans.

### **Physical health, mental wellbeing and keeping active.**

By the end of primary school pupils will know:

- Y1 – Keeping healthy; food and exercise; hygiene routines; sun safety
- Y2 – Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help
- Y3 – Health choices and habits; what affects feelings; expressing feelings
- Y4 – Maintaining a balanced lifestyle; oral hygiene and dental care
- Y5 – Healthy sleep habits; sun safety; medicines; vaccinations; immunisations and allergies
- Y6 – What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online

### **Keeping Safe**

By the end of primary school, pupils will know:

- Y1 – How rules and age restrictions help us, keeping safe online
- Y2 – Safety in different environments; risk and safety at home; emergencies Y3 –  
Risks and hazards; safety in the local environment and unfamiliar places
- Y4 – Medicines and household products; drugs common to everyday life.
- Y5 – Keeping safe in different situations, including responding in emergencies, first aid and FGM
- Y6 – Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

## **7 Living in the wider world overview**

The school always considers the age and development of pupils when deciding what will be taught in each year group.

The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.



The details of each topic can be found in the school's medium term plans.

### **Economic wellbeing**

By the end of primary school pupils will know:

- Y1 – Strengths and interests; jobs in the community
- Y2 – What money is; needs and wants; looking after money
- Y3 – Different jobs and skills; job stereotypes; setting personal goals.
- Y4 – Making decisions about money
- Y5 – Careers: Identifying job interests and aspirations; what influences career choices; workplace stereotypes
- Y6 – Influences and attitudes to money; money and financial risks.

### **Media literacy and digital resilience**

By the end of primary school, pupils will know:

- Y1 – Using the internet and digital devices; communicating online
- Y2 – The internet in everyday life; online content and information
- Y3 – How the internet is used, assessing information online
- Y4 – How data is shared and used
- Y5 – How information online is targeted; different media types, their role and impact
- Y6 – Evaluating media sources; sharing things online

### **Belonging to a community**

By the end of primary school, pupils will know:

- Y1 – What rules are; caring for other's needs; looking after the environment
- Y2 – Belonging to a group; roles and responsibilities; being the same and different in the community
- Y3 – The value of rules and laws; rights freedoms and responsibilities
- Y4 – What makes a community, shared responsibilities.
- Y5 – Protecting the environment; compassion towards others
- Y6 – Valuing diversity; challenging discrimination and stereotypes.

## **8 Sex education**

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. This will be personalised and depend on the needs of the child.

## **9 Delivery of the curriculum**

9.1 The majority of the RSE will be delivered through PSHE education, with statutory elements taught via science, PE and computing curriculum.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
  - The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
  - Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
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- The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.
  - Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
  - Pupils will be taught about LGBTQ+; however, we will always consider the development and maturity of pupils before teaching this topic.
  - The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
  - Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.
  - Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
  - Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
  - Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.
  - Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy.
  - Teachers will establish what is appropriate for one-to-one and whole class settings, and alter their teaching of the programme accordingly.
  - Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.
  - The programme will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved, matching their different learning styles.

- Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.
- Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.
- In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

## **10 Working with external experts**

- External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.
- The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum.
- The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.
- Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.
- The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

## **11 Equality and accessibility**

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

- The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.
- The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.
- Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods to appropriately deliver the programme to pupils with SEND or other needs.
- Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.
- When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.
- To foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behavioural Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

## 12 Curriculum links

The school seeks opportunities to draw links between relationships and health education and other curriculum subjects wherever possible to enhance pupils' learning.

Relationships and health education will be linked to the following subjects in particular:

**Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.

**Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.

**PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.

**Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.

**PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

**Careers** to develop an understanding of the world of work, encourage aspirations and their future pathways.

### **13 Withdrawing from the subjects**

Relationships and health education are statutory at primary, and parents **do not** have the right to withdraw their child from the subjects.

### **14 Behaviour**

- The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.
- Any bullying incidents caused because of the relationships and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.
- Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises.
- These incidents will be dealt with following the processes in our Behavioural Policy and Anti-Bullying Policy.
- The Headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

### **15 Staff training**

- All staff members at the school will undergo training to ensure they are up to date with the relationship and health education programme and associated issues.
- Members of staff responsible for teaching the subjects will undergo further training, led by the relationships, sex and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.
- Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

### **16 Confidentiality**

- Confidentiality within the classroom is an important component of relationships and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- Teachers will, however, alert the Headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.
- Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.
- Any reports made during lessons, or because of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

### **17 Monitoring quality**

The RSE and PSHE subject leader is responsible for monitoring the quality of teaching and learning for the subjects.

The RSE and PSHE subject leader will conduct subject assessments, which will include a mixture of the following:

- Lesson observations
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

The relationships, sex and health education subject leader will create subject reports for the Headteacher and governing board to report on the quality of the subjects.

The RSE and PSHE subject leader will work regularly and consistently with the Headteacher and RSE link governor, to evaluate the effectiveness of the subjects and implement any changes.

## **18 Monitoring and review**

This policy will be reviewed on an annual basis by the relationships, sex and health education subject leader and Headteacher. The next scheduled review date for this policy is March 2023.

This policy will also be reviewed considering any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The governing board is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.