

LONG MEADOW SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY



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Governor committee:	Governing Body

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1.Intent

At Long Meadow School good relationships are fundamental to our ethos and our success in being a happy, caring and safe school. Relationships and sex education (RSE) is lifelong learning about relationships, emotions, looking after ourselves, different families, healthy lifestyles, diversity and personal identity. We believe RSE has a key part to play in the personal, social, moral and cultural development of young people.

We aim for the children in our school to be #Proud by acquiring the appropriate knowledge, developing their skills and forming positive beliefs, values and attitudes.

2.Aims

The aims of relationships and sex education (RSE) at Long Meadow 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

3.Statutory requirements

DfE guidance states that from September 2020, all primary schools must teach relationships and health education. The teaching of sex education in primary schools remains non-statutory, with the exception of the age appropriate elements of sex education contained that are in the science national curriculum; including the main external body parts, the human life cycle (including puberty) and reproduction of some plants and animals. Other related topics that fall within the statutory requirements for health education, such as puberty and menstrual well-being will be included within PSHE. RSE is not about the promotion of sexual activity.

Documents that inform the school's RSE policy are:

- Children and Social Worker act 2017
- Education Act 1996
- Keeping children safe in education – statutory safeguarding 2016
- Learning and skills act 2000
- Equality act 2010

4.Policy development

We teach RSE as set out in this policy. The policy has been developed by the PSHE leads, in consultation with the Head teacher, Senior Leaders, Staff and governors.

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. Ratification – once amendments were made, the policy was shared with governors and ratified.

5.Curriculum

Our RSE curriculum is an integral part of our Personal, Social and Health Education (PSHE) and is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in line with the 'Growing and Changing' aspects of the PSHE association recommendations; considering the age, needs and feelings of pupils. To support teachers in the delivery of a robust RSE curriculum we subscribe to an online resource. Growing up with Yasmin and Tom, covering the statutory requirements for K.S.1 and K.S.2 (See appendix 4). We aim to provide an environment and atmosphere for RSE where pupils feel safe, relaxed, unintimidated and focused. This ensures if pupils ask questions outside the scope of this policy, teachers will respond in a sensitive, appropriate manner. If faced with a question that is not age appropriate or relevant to the lesson, the teacher may inform parents/carers of their child's query. If staff are concerned about any question from a safeguarding perspective, then the school's designated safeguarding lead will be informed.

DfE Statutory content for Primary Schools

Relationship Education	Health Education
<ul style="list-style-type: none"> ➤ Families and people who care for me ➤ Caring friendships ➤ Online relationships ➤ Being safe 	<ul style="list-style-type: none"> ➤ Mental wellbeing ➤ Physical health and fitness ➤ Healthy eating ➤ Drugs, alcohol and tobacco ➤ Basic first aid ➤ Changing adolescent body

For more information about our curriculum, see our curriculum map in Appendix 1 or details of the end of KS2 outcomes in Appendix 2.

6.Delivery of RSE curriculum

RSE at Long Meadow is taught across the whole school and appears through PSHE themes:

- Families and friendships
- Safe relationships
- Respecting ourselves and others
- Physical and mental health
- Keeping safe
- Growing and changing

Our **statutory** science linked focuses are:

- Animals and humans have offspring - life cycles of mammals
- Naming body parts, including external genitalia
- Puberty (including the menstrual cycle) and how we change
- Facts about legal and illegal harmful substances and associated risks including smoking and drug taking.

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

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, LGBTQIA+ 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).

In KS2 (Y4, Y5, Y6) there are some aspects taught in single sex groups. The content remains the same for both groups, but we have noted that many children find it more comfortable to learn and ask questions within this single sex grouping.

7.Roles and responsibilities

7.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

7.2 The headteacher

The headteacher 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),

7.3 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
- 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 headteacher.

7.4 Pupils

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

8. Parents' right to withdraw

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

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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

10. Monitoring arrangements

The delivery of RSE is monitored by PSHE Subject Leaders through arrangements, such as planning scrutinies, learning walks, etc.

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

This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
EYFS	<p>ELG: Talk about past and present events in their own lives and in the lives of family members. Know that other children don't always enjoy the same things, and are sensitive to this. Know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>ELG: Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. Work as part of a group or class and understand and follow rules. Adjust their behaviour to different situations, and take changes of routine in their stride</p> <p>ELG: Play cooperatively, taking turns with others. Take account of one another's ideas about how to organise their activity. Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>ELG: Learn the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	
Y1	<ul style="list-style-type: none">➤ Roles of different people; families and feeling cared for➤ Recognising privacy; staying safe; seeking permission➤ How behaviour affects others; being polite and respectful➤ Keeping healthy; food and exercise; hygiene routines➤ Recognise what makes you unique	
Y2	<ul style="list-style-type: none">➤ Making friends; feeling lonely and getting help➤ Managing secrets; resisting pressure and getting help; recognising hurtful behavior➤ Recognising things in common and differences; playing and working cooperatively; sharing opinions➤ Medicines and keeping healthy➤ Growing older, naming body parts including external genitalia (e.g. penis, testicles, vagina and vulva)	

	<ul style="list-style-type: none"> ➤ Know that animals, including humans, have offspring that grow into adults (lifecycles) ➤ Our bodies and needs change as we grow up 	
Y3	<ul style="list-style-type: none"> ➤ What makes a family; features of family life ➤ Personal boundaries; safely responding to others; the impact of hurtful behaviour ➤ Recognising respectful behaviour; the importance of self-respect ➤ Health choices and habits; what affects feelings; expressing feelings ➤ Personal strengths and achievements; how they form part of a person's identity 	
Y4	<ul style="list-style-type: none"> ➤ Positive friendships ➤ Responding to hurtful behaviour; managing confidentiality ➤ Respecting differences and similarities; discussing differences sensitively ➤ Maintaining a balanced life-style; oral hygiene and dental care ➤ Medicine and household products; drugs common to everyday life ➤ Physical and emotional changes in puberty; personal hygiene routines; support with puberty ➤ Key facts about menstrual cycle and well-being. 	
Y5	<ul style="list-style-type: none"> ➤ Managing friendships and peer influence ➤ Physical contact and feeling safe ➤ Life cycles of mammals ➤ Describe the changes humans go through ➤ Responding respectfully to a wide range of people; recognising prejudice and discrimination (e.g. race, sex, gender) ➤ To know that for some people their gender identity does not correspond with their biological sex. ➤ To understand what erections and wet dreams are 	
Y6	<ul style="list-style-type: none"> ➤ Attraction to others; partnerships ➤ Recognising and managing pressures; consent in different situations ➤ Expressing opinions and respecting others points of view 	

	<ul style="list-style-type: none"> ➤ What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online ➤ Keeping safe; drug use and the law; drugs and the media; impact of drugs. ➤ Human reproduction and birth (how pregnancy occurs) ➤ Identify the links between love, committed relationships and conception ➤ To know what sexual intercourse is and understanding consent. ➤ To know what contraception is used for ➤ To know how having a baby changes someone's life and the responsibility it brings. ➤ To know FGM is against British Values and know what to do/whom to tell if they think someone might be at risk of FGM 	
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Appendix 2: End of Primary School Outcome

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

	<ul style="list-style-type: none"> 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
Mental wellbeing	<ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health.

	<ul style="list-style-type: none"> • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 3: 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	

Growing up with Yasmine and Tom



Teacher Guidance

Growing up with Yasmine and Tom

The guidance listed in statutory content is taken from the Department for Education (DfE). Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. Published 25 June 2019 and last updated 13 September 2021. <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

This document highlights the modules and lessons in Growing up with Yasmine and Tom, which correspond to and cover DfE statutory content and guidance. Except for Upper Key Stage 2 (Y5&6) lessons 9/10/11/12 which parents can withdraw their children from, all lessons are directly linked to the guidance.

Families	Statutory Content	Corresponding Year Groups
	<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. 	<p>Key Stage 1 (Y1&2) Module 1 Lesson 1 Introducing Yasmine and Tom Lesson 3 Different families</p> <p>Lower Key Stage 2 (Y3&4) Module 2 Lesson 5 Families and getting on with our families</p>

Growing up with Yasmine and Tom



Teacher Guidance

Caring Relationships	Statutory Content	Year Groups
	<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. 	Key Stage 1 (Y1&2) Module 1 Lesson 2 Friendships and feelings Lower Key stage 2 (Y3&4) Module 2 Lesson 1 Introducing Yasmine and Tom
		Lower Key Stage 2 (Y3&4) Module 2 Lesson 4 What makes a good friend?
		Upper Key Stage 2 (Y5&6) Module 3 Lesson 3 Friendships and secrets Lesson 4 Friendships and pressure
Respectful Relationships	Statutory Content	Year Groups
	<ul style="list-style-type: none"> 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. 	Lower Key Stage 2 (Y3&4) Module 2 Lesson 2 Gender stereotypes Lesson 2 Me, myself and I
		Upper Key Stage 2 (Y5&6) Module 3 Lesson 5 Keeping safe – safe and unsafe touch Lesson 13 Identity and prejudice Lesson 14 Equality and the Law

Growing up with Yasmine and Tom



Teacher Guidance

Online Relationships	Statutory Content	Year Groups
	<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. 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. 	Lower Key Stage 2 (Y3&4) Module 2 Lesson 9 People who can help us on and offline
		Upper Key Stage 2 (Y5&6) Module 3 Lesson 2 Online and Offline friendships Lesson 6 Keeping safe – online images
Being Safe	Statutory Content	Year Groups
	<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. 	Key Stage 1 (Y1&2) Module 1 Lesson 4 My Brilliant Body Lesson 5 Keeping clean and taking care of myself Lesson 7 Keeping safe
		Lower Key Stage 2 (Y3&4) Module 2 Lesson 8 Is it risky? Lesson 9 People who can help us on and offline
		Upper Key Stage 2 (Y5&6) Module 3 Lesson 5 Keeping safe – Safe and unsafe touch Lesson 6 Keeping safe - Online images Lesson 15 Getting help

Growing up with Yasmine and Tom



Teacher Guidance

Changing adolescent body	Statutory Content	Year Groups
	<ul style="list-style-type: none"> Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11 including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle. 	Key Stage 1 (Y1&2) Module 1 Lesson 6 Naming body parts
		Lower Key Stage 2 (Y3&4) Module 2 Lesson 6 My personal and private body parts and keeping safe Lesson 7 Body care
		Upper Key Stage 2 (Y5&6) Module 3 Lesson 1 Introducing Yasmine and Tom Lesson 7 Changes at puberty Lesson 8 Periods (menstruation)