



LOCKERS PARK SCHOOL RELATIONSHIP AND SEX EDUCATION POLICY (RSE)

This Policy applies to all pupils and staff of Lockers Park, including EYFS.

Date Reviewed	By	Date of next review
Sept 2016	SG	Sept 2017
Sept 2017	SG	Sept 2018
Sept 2019	KTC	Sept 2020
Sept 2020	KTC	Sept 2021
Sept 2021	NC	Sept 2022
Sept 2022	NC	Sept 2023

Lockers Park

Relationship and Sex Education Policy (RSE)

RSE Governor – Oliver Abel Smith

Aims of Relationship and Sex Education at Lockers Park

Our key focus in RSE is safety and equality. Pupils should understand that they have a right to self-protection and will have a solid knowledge of where they can go for help. In accordance with the Equality Act 2010 and the RSE Curriculum 2020, all children will understand how to engage with today's rapidly changing society in a safe and positive manner. Lockers Park are open and cooperative in their communications with parents. We work together, as a community, to ensure that children are safe, educated and confident in their knowledge of themselves and their place in society.

Online activity has become a key focus of our curriculum, in line with DfE guidance and as a result of an increase in time spent online during Covid lockdowns. Lockers Park is proactive in ensuring that children understand how to engage safely with online learning and extra-curricular activities.

Children are made aware of their responsibility to protect others. They are educated on how to identify risk and seek help from a reliable adult, or 'safe person'.

All RSE content will be age appropriate and delivered in accordance with up-to-date training and guidance. Staff are trained and supported in delivering said content. Children will understand that any question is welcome. No topic is taboo – hence enhancing the safety of the child.

Definition

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

Rationale

We believe that Personal, Social and Health Education (PSHE) and Citizenship education help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. It is an intrinsic part of the physical, intellectual and emotional growth of an individual.

Relationship and Sex Education is an integral part of our Personal Social and Health Education programme, an area which is considered important throughout our school. Lockers Park believes that Relationship and Sex education is an ongoing process, which should start in the home and continue at school. This process should happen in partnership with parents.

The school's programme of relationship and sex education will be embedded within the school's PSHE curriculum and will help children to respect themselves and others. The programme is tailored to the age and the physical and emotional maturity of the children and is delivered by Form Tutors and invited professionals.

It will be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

Provision

Our provision is offered through a dedicated and specialist PSHE programme, overseen by highly qualified professionals and in accordance with current legislation and guidance. RSE is built into weekly PSHE lessons.

Cross curricular learning – where possible cross curricular links are built in order to develop the student's understanding of the topic and its application in their community. Evidence of this can be seen in our various text studies, through which children explore key areas, such as bullying and friendships across the spectrums of Drama, English, Art and PSHE.

Tutor time – tutors are kept up to date with topic studies in PSHE. The tutor will then facilitate discussions on the topic during tutor time each morning. They will actively engage the students on current events and how it links to their own relationships and behaviours.

Lockers Park does not discriminate against any cultures, religious beliefs or views. We actively promote a culture of religious and cultural understanding, awareness, respect and tolerance amongst both staff and pupils.

Course provision and key materials are made available to parents through a yearly consultation. Should parents be unable to attend, the Deputy Head will communicate directly with them to ensure that they are fully informed.

Course content is created in consultation with qualified professionals. Jigsaw PSHE is used for some relationship education. Educator Solutions is consulted in the creation of our KS3 sex education curriculum. The PSHE Association is a key guide in the creation and use of material. All content is tailored towards the needs of our students, ensuring it is age appropriate and accessible by all children. External speakers maybe used for some content.

The curriculum will be delivered in a suitably differentiated manner for students with SEND. Staff will work closely with family to ensure that the student is confident in their understanding of content.

The correct scientific vocabulary will be used throughout lessons, to ensure that students are confident in their use of the language and capable of using it when they need help.

Equal opportunities

All pupils will have the opportunity to take part in RSE lessons. Should parents or students have any concerns regarding the content, they are invited to discuss these concerns with the Deputy Head. Should they wish to remove their child from Sex Education, they will be invited to discuss this with either the Headmaster or Deputy Head. Every effort would be made to accommodate the family's beliefs, whilst providing the child with a rounded and essential education in this area.

Child Protection

Privacy and personal space are emphasised, with time allocated to the 'PANTS Rule' in the KS1. Age-appropriate guidance on appropriate behaviour and how best to respond is given in KS2 and KS3 through PSHE lessons. Children will better identify dangers posed to them and understand how to respond and where to seek help. See the Safeguarding and Child protection Policy for further information. Staff are trained in dealing with disclosures made during RSE lessons and will notify the DSL of any disclosures made.

A male member of staff is always present in puberty and sex education lessons to answer questions and offer assurances.

In addition, Lockers Park aims for all our children to show respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010:

1. age,
2. disability,
3. gender reassignment,
4. marriage and civil partnership,
5. pregnancy and maternity,
6. race,
7. religion and belief,
8. sex,
9. sexual orientation.

Our provisions, criteria and practice in all areas, including teaching must not discriminate against pupils in a way contradictory to the Act. We train all our staff on the implications of the Equality Act 2010 in the workplace.

Content Guide – Please note, this is meant as a guide only and not an exclusive content of every element offered. This is subject to change, as all content is tailored to the needs of each group of students.

KS1 will learn;

- about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.
- about people who look after them, their family networks, who to go to if they are worried and how to attract their attention.
- what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others'.
- to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.
- to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). The PANTS rule is introduced and 'safe people' are recognised.
- to listen to other people and play and work cooperatively.
- to identify their special people, what makes them special and how special people should care for one another.
- the ways in which they are all unique; understand that there has never been and will never be another 'them'.
- ways in which we are the same as all other people; what we have in common with everyone else.
- the concept of consent in friendships.

KS2 will learn;

- to recognise different types of relationship, including those between acquaintances, friends, relatives and families.
- ways in which we are the same as all other people; what we have in common with everyone else.
- the names of main parts of the body (including external genitalia) and the bodily similarities and difference between boys and girls.
- about growing and changing and new opportunities and responsibilities that increasing independence may bring.
- how their body will, and their emotions may, change as they approach and move through puberty.

- Further investigations of how to understand consent in friendships.

KS3 will learn;

- that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others.
- about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or family members.
- that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.
- that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.
- that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (Equality Act 2010).
- about the difference between, and the terms associated with, sex, gender identity and sexual orientation.
- about human reproduction.

Procedures for Monitoring and Evaluation

The programme will be monitored by a variety of methods, such as: pupil, teacher and parental feedback and lesson observations.

This policy will be reviewed annually.

