

Relationships and Sex Education



1. Aims

Through our PSHE programme, we aim to provide children with the knowledge, skills and understanding that they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective Relationships and Sex Education (RSE) to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young people.

At Hailey, RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. In addition, some aspects of the RSE programme will be covered through science, ICT, assemblies and class stories

RSE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as per sections 34 and 35 of the Children and Social work act 2017.

This policy has been written in accordance with the statutory guidance document "Relationships Education, Relationships and Sex Education (RSE) and Health Education" (DfE, 2019). The Department for Education guidance states that by the summer term 2021, 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 elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend

therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls 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.”

Should you like to see the guidance from the government please

visit: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

3. Curriculum

3.1 Statutory RSE Curriculum Content

Our RSE curriculum is embedded within our PSHE curriculum. We have developed the curriculum taking into consideration the age, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and do not seek answers online.

Key objectives of the statutory Relationships Education curriculum by the time children leave primary school are outlined below:

<p>Families and people who care for me</p>	<p>Children should know:</p> <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>Caring friendships</p>	<p>Children should know:</p> <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

	<ul style="list-style-type: none"> • 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 physically or verbally aggressive behaviour 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	<p>Children should know:</p> <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 granting in relationships with friends, peers and adults
Online relationships	<p>Children should know</p> <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	<p>Children should know</p> <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

	<p>appropriate and inappropriate or unsafe physical, and other, contact</p> <ul style="list-style-type: none"> • 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 and others • 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
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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, LGBT 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).

3.2 Statutory Science Curriculum Content

Early Years Foundation Stage	<p>Children learn:</p> <ul style="list-style-type: none"> • about life cycles as well as watching caterpillars grow, pupate and hatch as butterflies • through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others
In Key Stage 1 (years 1 – 2)	<p>Children learn:</p> <ul style="list-style-type: none"> • to identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense • to notice that animals, including humans, have offspring which grow into adults • to find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
In Key Stage 2 (years 3 – 6)	<p>Children learn:</p> <ul style="list-style-type: none"> • to identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • to identify that humans and some other animals have skeletons and muscles for support, protection and movement • to describe the simple functions of the basic parts of the digestive system in humans • to identify the different types of teeth in humans and their simple functions

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| | <ul style="list-style-type: none"> • to describe the life process of reproduction in some plants and animals • to describe the changes, as humans develop to old age • to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • to describe the way nutrients and water are transported within animals, including humans • to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents |
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3.3 Non-Statutory Sex Education

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs.

Children will be taught:

Year 1 RSE and health education lessons summary:

There are approximately 3 lessons. Here is a summary of what the children will be learning -

1. Children will learn about the basic principles of hygiene and how to look after themselves and keep their bodies clean.
2. Children will be introduced to the concept of growing and changing (that babies grow into toddlers, children and then finally adults).
3. The final lesson looks at different types of families and knowing who we can ask for help when we need it.

Year 2 RSE and health education lessons summary:

There are approximately 3 lessons. Here is a summary of what the children will be learning -

1. The first lesson begins with children discussing the ways boys and girls can be the same and different. Children will explore the idea that some people have preconceived ideas about boys and girls for example that boys like blue and girls like pink.

2. Children will be introduced to the idea that making a new life requires both a male and female.

3. The final lesson focuses on the physical differences between boys and girls including the anatomical difference using the terminology 'vagina' and 'penis'.

Year 3 RSE and health education lessons summary:

There are approximately 3 lessons. Here is a summary of what the children will be learning -

1. The first lesson begins with children discussing what the terms male and female mean and identifying the differences and similarities between males and females.

2. Pupils learn about the biological differences between male and female and identify and name the biological terms. The teacher will then use the scientific words related to these parts and determine whether you are anatomically male or female.

3. The final lesson will centre on what differences there are in families and who makes up a family.

Year 4 RSE and health education lessons summary:

There are approximately 3 lessons. Here is a summary of what the children will be learning -

1. The children will discuss all the stages of a human lifecycle including baby, toddler, child, teenager, adult and elder. They will talk about what these words mean and when these stages take place.

2. In lesson two the children will learn and discuss what puberty is and what it means. The teacher will explain that this is a special time when a child gradually grows and develops into a young adult and both their bodies and feelings change.

3. The third lesson focuses on recapping what the children remember about puberty. Again, the teacher will explain that puberty can happen at any time between the age of 8 and 16 and that it starts and ends at different times for everybody. The children will discuss hormones and how these are the reasons for the changes that will happen in the coming years. The teacher will briefly discuss the physical changes that will occur during puberty including hair and body part growth.

4. In the fourth lesson children talk in more detail about puberty and will discuss menstruation and what this means for girls. Changes that happen to boys will then be discussed.

Teachers will emphasise that these changes are normal and happen to everyone. They are nothing to be apprehensive about

Year 5 RSE and health education lessons summary:

There are approximately 3 lessons. Lesson 3 will be taught in single gender groupings. Here is a summary of what the children will be learning -

1. The first lesson will focus on the children's understanding of what puberty is - the children will be told that it is a time in a person's life where they will grow and develop into young adults. The children will then explore some of the physical and emotional changes that take place between the ages of 8 and 16. We emphasise that these changes are normal and can happen at different times to different children. The children will then discuss what changes will happen to men and women.
2. The second lesson will allow children to discuss everything they have learnt and the children will discuss how to stay clean and healthy.

School emphasises that these changes are normal and are nothing to be apprehensive about but that pupils can talk at school with an adult or with you at home about anything they are worried or concerned with.

Year 6 RSE and health education lessons summary:

There are approximately 3 lessons. These lessons will be taught in single gender groupings. Here is a summary of what the children will be learning -

1. The first lesson describes how and why the body changes during puberty in preparation for reproduction. Pupils will briefly recap what they learnt last year about puberty. (The Year 5 lessons discussed some of the physical and emotional changes in boys and girls during puberty). Any misunderstandings will then be clarified.
2. The second lesson begins with children talking about what the word relationships means and what examples they know of relationships (including friendships, siblings, husbands, wives, and friends).
3. The last lesson will bring all the learning from the previous two lessons together about relationships, intercourse and reproduction so any misunderstandings can be clarified.

4. Delivery of RSE

Our Relationships and Sex Education programme will be delivered in an age appropriate and sensitive manner by school staff. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, single sex question sessions, etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then

reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

Dealing with sensitive issues and questions

Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way. A questions box will be available for pupils to ask anonymous questions. If staff are faced with a question in the lesson that they do not feel is appropriate for the whole class, creating a time to talk to a child individually will be used where appropriate. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, staff will refer to the Designated Safeguarding Lead.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

5. Roles and responsibilities

5.1 The governing body

The governing body will approve this policy.

5.2 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.

The headteacher also ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. In addition to this they will monitor this policy on a regular basis and report to governors on the effectiveness of the policy

5.3 Staff

All staff are responsible for delivering RSE in a sensitive way, modelling positive attitudes to RSE, 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 and monitoring progress.

5.4 Pupils

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

5.5 Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we will:

- carry out our statutory duty to consult with parents and governors on the contents of this policy
- inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSE
- answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school

6. Parents' right to withdraw

As previously stated the RSE curriculum consists of both statutory and non-statutory elements. Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. They do not have the right to withdraw their children from statutory relationships education, health education or the science curriculum.

Parents wanting to withdraw their children are invited to speak to the class teacher. The class teacher will explore the concern of the parents and the possibility of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. He/she will talk with the parents about the possible negative experiences or feelings that may result from withdrawal of the child and the ways in which these may be minimised. If the parent still wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the Headteacher. Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed.

Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

7. Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteacher as a matter of urgency.

Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

8. Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

9. Equalities and Diversity

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Hailey Primary School is committed to equality of opportunity in all aspects of school life. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

10. Complaints Procedure

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. Parents can choose to follow the Hailey complaints procedure if they feel things are not resolved.

11. Monitoring Arrangements

The delivery of RSE is monitored by the Senior Leadership Team.

12. The School Environment

The school will ensure that the whole school environment reflects the values of respect for themselves and others. It will:

- ensure that posters and displays use positive images and celebrate difference and diversity
- use anonymous question boxes or similar items enabling children to have questions and concerns answered privately where needed
- ensure that communication between staff and pupils is welcomed and encouraged, and children know how to access members of staff
- provide provisions for pubertal girls entitled to PP funding, including sanitary ware and free sanitary towels
- ensure that discriminatory behaviour is always challenged in any context

13. Further policies

In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Safeguarding and child protection policy
- Anti-bullying policy and procedures
- Online safety policy
- Equalities Policy

Please see below a useful document produced by the government, which provides answers to frequently asked questions: <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>