



Policy: Relationship and Sex Education Policy

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Chair of Governors: Mr. Lee McRae

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This policy has been written with due consideration of the seven protected characteristics (Equality Act 2010) of sex, race, disability, religion or belief, sexual orientation, gender reassignment and Pregnancy or Maternity. If any of these characteristics were deemed to be at high risk with regard to the content, this will be recognised within the policy

Relationship and Sex Education Policy

Introduction

We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils. RSE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the school's cohorts vary and change. Not only does the teaching need to be sensitive of these needs, but also it needs to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information on matters such as; naming their body parts, puberty, and menstruation, the variety of family structures, gender identity, gender equality, and sexuality. All teaching should reflect the law as it applies to relationships, marriage, adoption and care.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

Aims

Through a planned programme of education which is developmental and appropriate to the age and maturity of the child, Hopping Hill aim to:

- Teach children correct scientific vocabulary linked to human reproduction, themselves and their bodies.
- Teach children about the human reproductive cycle.
- Help children understand that they have rights over their bodies.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Provide a framework in which sensitive discussions can take place and one in which children can expect answers (age appropriate) to their questions and concerns.
- Create a positive culture around the issues of sexuality and relationships.
- Help children to develop an understanding of positive, healthy relationships.
- Help children understand that families and relationships are diverse.
- Prepare children for puberty and give them understanding of sexual development and the importance of health and hygiene.

Defining Sex Education at Primary School:

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made Relationship Education compulsory in all primary schools from 2020, Sex education beyond that set out in the science curriculum, is 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.

As set out in the guidance, it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools already choose to teach some aspects of sex education and will continue to do so.

It is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology we believe it is better that children receive age appropriate answers from us than it being left to their peers or the internet.

In our school sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in human life cycle set out in the national curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls' and boys' bodies function and change as they grow into adults. Under no circumstance is RSE as a means of promoting sexual activity or any form of sexual orientation. We aim to work

closely with parents, carers and governors to create an ethos that ensures all pupils receive appropriate, accurate and honest age appropriate answers to their questions about RSE.

A graduated age-appropriate curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.

Defining Relationship Education at Primary School:

The Department for Education defines relationships education as, *teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.*

We believe comprehensive relationship education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world.

It is about helping children understand and make sense of the world they are growing up in; to 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. There are many different family structures and all children have the right to feel safe.

Comprehensive relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like

It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse.

In addition, we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

Responsibilities

Role of the Governing Body

The Governing Body has:

- Ratified this policy that outlines the rationale and organisation of the RSE programme.
- Delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy.
- Responsibility for ensuring that the school complies with all equalities legislation.
- Nominated a Designated Governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy.
- Responsibility for ensuring funding is in place to support this policy.
- Responsibility for ensuring this policy is reviewed annually;
- Responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the headteacher

The Headteacher will:

- Implement the policy.
- Ensure all school personnel, pupils and parents are aware of and comply with this policy.
- Work closely with the Personal Social Health and Economic (PSHE) Subject leader to ensure effective staff training so that they can handle any difficult issues with sensitivity.
- Provide leadership and vision in respect of equality.
- Work closely with the PSHE lead to monitor the effectiveness of this policy.
- Manage requests to withdraw pupils from non-statutory elements of RSE.

Role of the PSHE Lead alongside the Designated Safeguarding Lead

The PSHE Lead will:

- Work closely with the Headteacher in implementing this policy across school.
- Provide training for staff and ensure this policy is shared on induction of new staff.
- Provide guidance and support to all staff in the teaching and learning of RSE.
- Keep up to date with new developments and resources.
- Review and monitor the teaching and learning of RSE.
- Ensure staff teaching RSE are informed and prepared for potential difficulties specific children might face in RSE lessons.
- Report annually to the Governing Body on the success and development of this policy.

Role of School Staff

School Staff will:

- Comply with all aspects of this policy.
- Deliver RSE in a sensitive way.

- Ensure there is a culture in classes that encourages children to ask questions and be respectful of each other.
- Respond to the needs of individual pupils including those whose parents wish them to be withdrawn from the non-statutory (non-Science) elements of RSE.
- Model positive attitudes to RSE.
- Monitor the progress of pupils.

Staff will respect a child's confidence, unless it is considered that the child might be at risk. School staff cannot promise a child that they will 'keep a secret'. If a member of staff believes that a child might be at risk, the school safeguarding policy will be followed.

Role of Pupils

Pupils are expected to engage fully in their RSE and when discussing issues related to this, treat each other with respect and sensitivity. Pupils are expected to understand and be considerate that their peers will have varying starting points in their understanding.

Role of Parents and Carers

Hopping Hill recognise that RSE will raise questions for children that they might feel more confident asking at home. We also recognise that some parents may be uncomfortable with their children receiving sex education in primary school. We do however ask that parents and carers support their children's learning by being open and honest if this arises.

We recognise, when teaching these subjects, the religious background of all pupils should be taken into account when planning teaching, so that the topics that are included are appropriately handled. We believe in working alongside parents and carers, and request that should they have any questions or concerns themselves regarding RSE, that they approach the class teacher, PSHE lead or Designated Safeguarding Lead who can address these issues. We also ask that parents/carers access any information that is provided by school so that they feel confident in what their children will be learning. It is also important that parents make school aware of any current or past family circumstances that might impact on their child's access to, or reaction to their SRE in school. All information shared by parents will be treated confidentially and only shared with those staff who need to know. This is unless there is a safeguarding issue in which instance further discussion might need to be held with parents and in some circumstances other agencies such as children's social care.

Parents Right to Withdraw

We believe that successful teaching around RSE can only take place when parents and school work together. Especially, considering we have a common aim for children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents.

We recognise under the *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers 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 and the life process of reproduction in animals. There is no right to withdraw from the national curriculum; this is also the case for Relationship and Health Education.(Appendix1)

Requests for withdrawal from any aspects that fall out of those cited above, should be put in writing and addressed to the headteacher. (If a written request is not possible parents/carers should in the first instance arrange to speak to the head teacher) A copy of withdrawal requests will be placed in the child's educational record. The head teacher will work alongside parents /carers to take appropriate action in the best interests of the children.

Delivery of RSE

At Hopping Hill, we carry out the main RSE teaching in our PSHE and Science curriculum. We also teach some RSE through other subject areas (for example, computing and PE). Wherever possible, RSE will be taught by a child's class teacher. In some circumstances it might be a different member of staff, for example a member of the Senior Leadership Team who teaches PSHE to a class regularly. In all instances the adult will have an established relationship with the class and know them as individuals in order that they can discuss the issues raised within the context of this trusted relationship.

We recognise that for some children the teaching and learning of RSE might cause additional stress, anxiety and difficulties. This group of children might include children who are:

- Suffering or have suffered abuse including sexual abuse
- Have witnessed, or who are witnessing, domestic abuse
- Previously looked after and looked after children
- Children with SEND
- Transgender pupils

The delivery of RSE will be flexible but will mainly be carried out through:

- Planned progressive, age appropriate and specific programmes of study including
 - *CWP Primary RSE,*
 - *Expect Respect Women's Aid Educational Resource*
 - *Protective Behaviours*
 - *Real Love Rocks Year 6 Barnados Educational Resources*
 - *Online safety aspect of the computing curriculum*
- Class discussions or circle time.
- Stories and books.
- Assemblies and class work on school values.
- Occasional visits from the appropriate outside agencies such as the school nurse

Protective Behaviours(PB):

Hopping Hill is a Protective Behaviours School. PB is a practical approach to personal safety. It is a process which encourages self-empowerment and brings with it the skills to avoid being

victimised. This is achieved by helping children recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection if they feel unsafe. A large part of this is teaching children to talk to a trusted adult if they feel unsafe. PB encourages an adventurous approach to life which satisfies the need for fun and excitement without safety being compromised. There are two core themes:

Theme 1: We all have the right to feel safe all the time.

Theme 2: we can talk with someone about anything, even if it feels awful or small.

Protective Behaviours is delivered across the entire school from Nursery to year 6. Each year group has a planned programme of study that they cover in one term of each school year.

The PSHE Curriculum Map is below. It can also be found on the school website.

PSHE Long Term Curriculum Map						
Year	Autumn 1 <i>For PB -Safety Network is end lessons but ensure the children have a network completed and in place by the end of first full week. Review this at end of the unit per the lesson in the booklet</i>	Autumn 2 During Anti bullying Week (always in November)	Spring3 <i>Alongside the actual lesson, throughout this term, share stories and news articles that reflect positive gender role models or elicit discussion of gender stereotyping</i>	Spring 4	Summer 5	Summer 6 <i>Transition work</i>
N	Settling in to school life!	Anti-bullying	Expect Respect No specific lesson –only the Stories as described above	Protective Behaviours Stories to introduce theme of safe and unsafe		Getting ready to Move on.
R	Settling in to school life!	Anti-bullying Protective Behaviours complete as in booklet- safety network only at end	Expect Respect Looking at and challenging gender expectations using toys	Relationships Our Lives		Getting ready to Move on.
1	Protective Behaviours	Anti-bullying	Expect Respect Friends, secrets and people who can help Us Road Safety	Relationships Growing and Caring for Ourselves Families Carous Carous	Drugs Ed Medicines and People Who Help Us	Getting ready to Move on.
2	Protective Behaviours	Anti-Bullying Zippy's Friends	Expect Respect Gender, careers and assumptions Zippy's Friends	Relationships Differences The Family Book	Drugs Ed Keeping Safe	Getting ready to Move on.
3	Protective Behaviours	Anti-Bullying First Aid level 1 part 1	Expect respect Resolving conflict and where to get help	Relationships Valuing Difference and Keeping Safe Who is in the family?	Drugs Ed Smoking	Getting ready to Move on. First Aid level 1 part 2
4	Protective Behaviours	Anti-Bullying First Aid level 2 part 1	Expect Respect Examining violence, excuses and responsibility	Relationships Growing up Great Big Book of Families	Drugs Ed Alcohol	Getting ready to Move on. First Aid level 2 part 2
5	Protective Behaviours	Anti-Bullying Relationships (SRE) Puberty	Expect respect Secrets and stories	Mental Health Talking Mental Health Unit	Drugs Ed Legal and Illegal drugs	Getting ready to Move on. First Aid level 3 part 1
6	Protective Behaviours	Anti-bullying Relationships (SRE) Puberty, Relationships and Reproduction	Expect Respect Court Room Game (Drugs Ed Including Solve IT) Preventing Early Use	Mental health Managing Emotions	Love Rocks	Getting ready to Move on. First Aid level 3 part 2

Long Term RSE Curriculum Map

Reception Our Lives	Lesson 1: Our Day Lesson 2: Keeping Ourselves Clean Lesson 3: Families
Year 1 Growing and Caring For Ourselves	Lesson 1: Keeping Clean Lesson 2: Growing and Changing Lesson 3: Families and Care
Year 2 Differences	Lesson 1: Differences: Boys and Girls Lesson 2: Differences: Male and Female Lesson 3: Naming the Body Parts
Year 3 Valuing Difference and Keeping Safe	Lesson 1: Differences: Male and Female Lesson 2: Personal Space Lesson 3: Family Differences
Year 4 Growing Up	Lesson 1: Growing and Changing Lesson 2: What is Puberty? Lesson 3: Puberty Changes and Reproduction
Year 5 Puberty	Lesson 1: Talking about Puberty Lesson 2: Male and Female Changes Lesson 3: Puberty and Hygiene
Year 6 Puberty, Relationships and Reproduction	Lesson 1: Puberty and Reproduction Lesson 2: Understanding Relationships Lesson 3: Conception and Pregnancy Lesson 4: Communication in Relationships

Girls and boys are taught together for all parts of the programme, including lessons around puberty. The one exception to this is a session about menstruation in year 5 that is only given to girls. This additional session has been introduced as some girls begin their periods before year 6 and it is important that have the opportunity to discuss and learn about this early. This session includes detail of how to manage periods rather than the science of menstruation.

In year 6 boys also learn about this aspect of menstruation alongside the girls.

We believe it is important for both girls and boys to learn about each other's bodies, changes and experiences. By keeping children together in mixed groups, children will learn to talk openly without embarrassment in front of each other and we can foster better understanding, break down gender stereotypes and build positive relationships and respect for each other, regardless of gender. This ensures that any non-binary or transgender children are included without feeling vulnerable.

Answering Children's Questions:

We are aware that children are likely to have many questions about relationships and sex. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.

We believe children are better off receiving honest, age appropriate and open answers from safe adults in their lives, rather than it being left to the internet or older children with a smart phone. In the age of information, where children in primary have access to tablets, smart phones and the internet (often unsupervised) 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.

By tackling the topic in a matter of fact manner lessens the taboo about the subject matter. For children these questions are not rude, they are simply signs of a healthy and natural curiosity.

If a question is relevant to the whole class, we will answer it to the whole group. However, as with any other subject, there may occasionally, be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.

If the member of staff doesn't have an answer or doesn't know, they will say so. There is no shame in not knowing the answer but the member of staff should make an effort to help the child to find the answer later.

If the member of staff is not sure how best to answer a particularly tricky question, they will be honest and say they are not sure about the best way to answer and will get back to them. This will allow teaching staff time to think, seek help, advice or support from colleagues, such as the PSHE Subject Lead.

If a child asks a question that seems to go beyond the curriculum, staff may choose to delay answering the question until they have spoken to the parent/carer and discuss who is in a best position to answer this.

Adults in school will answer questions, openly, honestly 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.

Safeguarding Children:

When teaching any sensitive topic, such as RSE which deals with family life, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

All members of staff 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.

Prior to the teaching and learning of RSE, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable. Michelle White, the Deputy Head teacher, holds the role and responsibility of Designated Safeguarding Lead, and Designated Teacher for Previously Looked After and Looked After Children and has previously been the PSHE subject lead and thus has a complete over view and awareness of children who might find RSE sessions more difficult due to their life circumstances. She works closely alongside the PSHE subject lead in this aspect of the subject. Liz Doughty the school's SENDCo works closely with the Deputy Head, offering expertise on how RSE might affect and be best taught to our children with Special Educational Needs and or Disabilities

While we recognise that for children who are vulnerable due to past or present abuse or changes in family situations, this type of work may be sensitive, it is also a protective factor in preventing further abuse. Furthermore, it will help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.

Raising Awareness of the Policy

We will raise awareness of this policy via:

- The induction of new staff and staff training sessions.
- School website and written communication to school stakeholders.
- Highlighting it to parents via the school newsletter and other communication

Monitoring Arrangements

- Pupils' development in RSE is monitored by the class teachers.
- The delivery of RSE is monitored by phase leaders and the PSHE lead through pupil interviews and class visits.
- Annually (or when the need arises) the effectiveness of this policy will be reviewed by the PSHE lead, the headteacher and the nominated governor; the necessary recommendations for improvement will be made to the Governing Body.

Appendix 1 SRE Statutory Requirements taken from *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*

Relationships Education	Relationships and Sex Education	Health Education
All schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All schools providing secondary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units.
		The statutory requirement to provide Health Education does not apply to independent schools – PSHE is already compulsory as independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. Independent schools, however, may find the principles in the guidance on Health Education helpful in planning an age-appropriate curriculum.
The statutory requirements do not apply to sixth form colleges, 16-19 academies or Further Education (FE) colleges ⁷ , although we would encourage them to support students by offering these subjects. These settings may find the principles helpful, especially in supporting pupils in the transition to FE.		