



Haylands Primary and Preschool Relationships and Sex Education Policy

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Chair of Governors

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Revision Record

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1	28.04.21	LN	FGB	New policy
2	24.04.22	LN	FGB	Reviewed

Introduction

This policy forms part of our wider PHSE policy. It aims to outline the rationale, roles and responsibilities and the shape of the curriculum design for relationships and sex education across the age ranges at Haylands Primary school.

In consultation with staff, pupils and parents, we aim to provide a curriculum that enables children and young people to be prepared for the physical and emotional changes they undergo during primary school particularly at puberty. Young people want to learn about relationships. Older pupils frequently say that sex and relationships education was ‘too little, too late and too biological’.

Rationale

We believe relationships and sex education is important for our pupils and our school because in a changing society, pupils need to understand about healthy relationships and how to make informed choices.

We view the partnership of home and school as vital in providing the context for relationships and sex education, enabling home and school to work together to support young people in their growing understanding of relationships.

We aim to make sure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by ensuring our Inclusion leader is part of the Relationships team and all resources and lessons are suitable for children’s needs. Pupils identified as having SEND are often vulnerable to exploitation, so it is vitally important that the education they receive helps them to understand what a healthy relationship is and how to manage their feelings and behaviours.

We ensure RSE fosters gender equality and LGBT+ equality by framing all our teaching within the context of loving relationships.

The intended outcomes of our programme are that pupils will:

- know and understand what a healthy relationship is
- understand they have a right to make choices about their relationships
- understand they have a responsibility to create healthy relationships
- understand diversity in relationships and personal choice

Responsibilities

At Haylands, we believe that we should go ‘Hand in hand, achieving together, supporting each other every day’. Therefore, the responsibilities for this policy, alongside the wider PSHE policy is the responsibility of all members of staff. A Relationships team, which includes the Headteacher, the Inclusion leader, the emotional needs assistant and a Governor, have oversight of the delivery of the RSE curriculum as well as ensuring that

parents, pupils and other stakeholders are consulted with and engage with the policy at appropriate times across the year.

Legislation

The Relationships Education, Relationships and Sex education, and Health Education [England] Regulations 2019 made relationships education compulsory for all schools. Sex education is not compulsory in Primary schools. However, in health education and the science curriculum puberty is covered and therefore at Haylands Primary school we have chosen to cover aspects of the health education and science curriculum in conjunction with relationships as we consider these to be intrinsically linked.

Parents /Carers do have the right to withdraw their child from any aspect sex education, but not relationships education.

Curriculum Design

Our RSE programme is an integral part of our whole school PSHE education provision and the full PHSE curriculum can be found in Appendix 1.

Our RSE programme is inclusive of all pupils, and we will ensure RSE is matched to the needs of our pupils by reviewing the content with class teachers to ensure each year that it meets the needs of the individuals in the year group.

The RSE programme will be planned and delivered through classroom activities mainly within the autumn term where the focus is on relationships and during the summer term when our focus is on health and well-being.

Our RSE programme will be taught through a range of teaching methods and interactive activities, including selected resources, such as books and film clips, which will be used which support and promote understanding within a moral/values context; underpinning our belief that children need to understand what a healthy relationship is.

Pupils will be encouraged to reflect on their own learning and progress by undertaking short pre teach assessment activities and then post teaching reflections. This will inform our assessment of RSE and how effective it is in meeting our aims.

An overview of the specific sex education within relationships learning in each year group can be found in Appendix 2. It is linked to the Science curriculum, however, contains teaching that is more explicit. The compulsory science curriculum requirements can be found in Appendix 3.

Safe and effective practice

We will ensure a safe learning environment by having agreed practices by all staff teaching PHSE- particularly the relationships aspect. Teachers and pupils will agree ground rules at the start of each lesson, framing the lesson around our core value of respect and reminding children that nothing is a silly question and that we should respect and value everyone's viewpoint and keep it confidential.

Distancing techniques such as the use of video clips are used because this promotes discussion around issues that are not directly related to the pupils in the classroom yet are common to experiences the pupils may have had or be facing.

The classroom staff will answer pupils' questions; however, sensitive issues will be handled by asking the pupil to put a note in the 'I want to talk about...' box. Equally, pupils will be able to raise questions anonymously through this method. This allows the teacher to filter the information and decide whether this is something to further explore with the whole class, a small group, the individual, the child's parents or carers or if it needs to escalate as it raises safeguarding concerns.

All staff teaching RSE will be supported by the Senior Leadership team, which includes the Inclusion Leader and Headteacher [members of the Relationships Team]

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. This must be treated in the same way as any safeguarding concern in line with the school policy and Keeping Children Safe in Education 2021. It is important that the child feels listened to yet have the opportunity for privacy to talk.

Teachers will consult with the designated safeguarding lead and in her absence the deputy DSL immediately if it is a disclosure or as soon as possible following the lesson for other concerns. Records should be kept on Cpoms.

It is important to note that everyone has a responsibility for safeguarding, and anyone can make a referral to the Multi Agency Safeguarding Hub [MASH].

https://forms.hants.gov.uk/en/AchieveForms/?form_uri=sandbox-publish://AF-Process-7e6115a7-b0ba-484d-991f-084c1248ac72/AF-Stage-52cf8e73-0daf-47d4-bb55-0fdad856d3e6/definition.json&redirectlink=/en&cancelRedirectLink=/en

Visitors/external agencies that support the delivery of RSE will be required to meet with a member of the Relationships team, who will check credentials and the proposed delivery to ensure it meet with the school's requirements.

The protocol for inviting visitors into lessons is to firstly discuss the proposed visitor with a member of the relationships team, this will then instigate a pre visit with the visitor to discuss the content of the visit. School staff will always remain in the lesson with the visitor/ external agency to ensure that the visit adds to the quality of the pupil's education and that any sensitive issues or concerns can be followed up appropriately by the member of staff.

Engaging stakeholders

Parents have been informed about this policy through direct consultation at the outset and then final consultation on the policy after comments were received. This will take place annually or as the need arises, should circumstances in the school change or revised guidance is received from the DFE.

The policy will be available to parents through the school website or through paper copy. It will also form part of the induction package to new families.

We are committed to working with parents and carers by holding regular parent voice meetings with an annual focus on relationships education.

To ensure that parents /carers are fully aware of what is being taught and the resources used we provide support through a 'pre teach' session for them on the lesson content and which resources will be used.

We will notify parents when Relationships and Sex education will be taught through sharing the overviews in the appendices of this policy and through our ½ termly class newsletter to parents.

Parents/carers have the right to withdraw their children from RSE content that is not part of statutory NC Science; however, we require a meeting with the Headteacher to fully explore why parents wish to withdraw their child. If approved, we will provide alternative activities under the supervision of a learning support assistant for the lessons the pupil is withdrawn from.

Governors will be informed of the RSE policy and curriculum through a nominated member becoming part of the relationships team and the policy going to Governors in draft form for consultation, questions and comment.

Pupil voice will be used to review and tailor our RSE programme and will be gathered from the assessments we undertake and school council representatives.

Monitoring, reporting and evaluating

Teachers will critically reflect on their work in delivering RSE through the termly curriculum review all teachers are required to undertake.

Pupils will have opportunities to review and reflect on their learning during lessons through the assessment process.

Pupil voice will be influential in adapting and amending planned learning activities when school council representatives give their view and when pupils complete 'do I know what I want to know' as this reflects back to the comments made by older pupils that sex and relationships education was 'too little, too late and too biological'.

Review

The Relationships team and the Governing body will review this policy annually.

Appendix 1

Overview of the PSHE curriculum

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	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; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising	Protecting the environment; compassion towards others	How information online is targeted; different media	Identifying job interests and aspirations; what influences	Healthy sleep habits; sun safety; medicines, vaccina-	Personal identity; recognising individuality and different	Keeping safe in different situations, including responding

			ing prejudice and discrimination		types, their role and impact	career choices; workplace stereotypes	tions, immunisations and allergies	qualities; mental wellbeing	in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Appendix 2

Specifics of sex education within the context of Relationships and Health Education

Year Group	Specifics of teaching. Pupils will learn....
Year 1	<p>Autumn Term</p> <p>Safe relationships</p> <ul style="list-style-type: none"> • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission <p>Summer Term</p> <p>Growing and Changing</p> <ul style="list-style-type: none"> • How they are the same and different to others •
Year 2	<p>Summer Term</p> <p>Growing and Changing</p> <ul style="list-style-type: none"> • about the human life cycle and how people grow from young to old • how our needs and bodies change as we grow up • to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
Year 3	<p>Autumn term</p> <p>Families and friendships</p> <ul style="list-style-type: none"> • to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents
Year 4	<p>Summer Term</p> <p>Growing and Changing</p> <ul style="list-style-type: none"> • how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation

	<ul style="list-style-type: none"> the importance of personal hygiene routines during puberty including washing regularly and using deodorant how to discuss the challenges of puberty with a trusted adult how to get information, help and advice about puberty
Year 5	<p>Autumn Term</p> <p>Safe relationships</p> <ul style="list-style-type: none"> to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations how to ask for, give and not give permission for physical contact how to respond to unwanted or unacceptable physical contact whom to tell if they are concerned about unwanted physical contact <p>Summer Term</p> <p>Growing and Changing</p> <ul style="list-style-type: none"> about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes that for some people their gender identity does not correspond with their biological sex <p>Keeping safe</p> <ul style="list-style-type: none"> that female genital mutilation (FGM) is against British law what to do and whom to tell if they think they or someone they know might be at risk of FGM
Year 6	<p>Autumn Term</p> <p>Families and Friendship</p> <ul style="list-style-type: none"> what it means to be attracted to someone and different kinds of loving relationships that people who love each other can be of any gender, ethnicity or faith the difference between gender identity and sexual orientation and everyone's right to be loved <p>Safe relationships</p> <ul style="list-style-type: none"> what consent means and how to seek and give/not give permission in different situations <p>Summer Term</p> <p>Growing and changing</p> <ul style="list-style-type: none"> what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults how pregnancy occurs i.e. when a sperm meets an egg, and the fertilised egg settles into the lining of the womb that pregnancy can be prevented with contraception about the responsibilities of being a parent or carer and how having a baby changes someone's life

Appendix 3

The National Curriculum for Science – compulsory education.

Please see below aspects of the National Curriculum where links to Relationships and Sex education will be made:

Year group	Science aspect of the programme of study Animals including Humans.
Year 1	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Year 2	Notice that animals, including humans, have offspring which grow into adults.
Year 3	
Year 4	
Year 5	Describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age.
Year 6	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.