




## Hunnyhill Primary School

Date of Review	February 2021
Next Review Due	February 2022
Staff Responsibility	Headteacher/Inclusion Lead
Responsibility FGB/Committee	FGB
Signed by Chair of Governors	

### Relationships, Sex and Health Education Policy

#### Rationale

At Hunnyhill Primary School we believe that everyone's physical, moral, cultural, spiritual and intellectual developments are all influenced by the individual's own feelings towards themselves and their relationships with others. We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education. State-funded primary schools are also required to teach health education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

#### Aims

We aim to offer a programme which recognises that the foundation of Relationship, Sex and Health Education is the development of self-esteem and positive relationships with others and one that meets the Health and Safety standard of the school.

We aim to promote the spiritual, moral, cultural, mental and physical development of our pupils and to prepare them for the opportunities, responsibilities and experiences of adult life.

#### Objectives

- To know that human beings develop at different rates
- To know that we are all different and of equal value for which we must learn to take responsibility
- To know that we have feelings which affect others
- To know that babies have specific needs
- To be able to name all of the parts of the human body
- To learn how to keep ourselves safe in the community and online
- To appreciate the ways in which people learn to live and work together
- To know about the human life cycle with particular regard to puberty
- To develop an awareness of different types of relationships; marriage, caring 'family' Relationships, friendship.
- Hygiene
- To be an responsible digital citizen

- To develop skills to be effective in relationships
- To know about different types of bullying including cyberbullying and being a responsible bystander to get help.
- To be provided with the vocabulary and confidence to report concerns of abuse

### **Content of the Sex and Relationship Curriculum**

The Sex and Relationships Education curriculum will provide information which is easy to understand and is relevant and appropriate to the age and maturity of the pupils. The curriculum will promote the exploration and clarification of values and attitudes. Sex and Relationships Education will be taught within topics, which will be developed and up-dated appropriately from year to year, to ensure pupils gain more knowledge and skills.

Every primary school is required to deliver statutory relationships education and health education. For the purpose of this policy, **“relationships and sex education”** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality. For the purpose of this policy, **“health education”** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices. The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the school’s PSHE curriculum. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’ guidance. The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community. The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils’ needs; for example, if there were to be a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue. We consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Focus groups
- Parent Voice Meetings
- Workshop sessions
- Newsletters and letters

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the headteacher/ Inclusion Lead
- Emailing the school office on [office@hunnychillschool.co.uk](mailto:office@hunnychillschool.co.uk)
- Submitting written feedback on the school office Dojo.

The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.

When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

### **Guidelines for design of the Curriculum**

Sex Relationships Education is part of a whole-school approach, which will be planned and progressive within the health education of each child throughout their primary years. This school has joined an Island-wide project using the Christopher Winter Project resources. This aims to standardise teaching of SRE across the Island so pupils moving school within the Island do not miss sections of SRE.

Acknowledgement will be made of the pupil’s different starting points. The work will be integrated within the curriculum and be mainly undertaken by the class teachers. The views of the Parents, Governors and other Stakeholders will always be taken into consideration

## **Sex education**

*Although it is not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that all primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.*

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals. The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.

At our school, we do teach pupils sex education beyond what is required of the science curriculum. Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with this policy.

The Parents are given the dates and what will be covered for each stage in advanced each year and this will be delivered over a two week period in the summer term.

Teachers will only cover what the curriculum states for each year group. Any questions from a child beyond this will be discussed with parents as required.

The age and development of pupils is always considered when delivering sex education.

## **Delivery of the curriculum**

The relationships, sex and health curriculum will be delivered as part of our PSHE curriculum. Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make. Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We will endeavour to support all pupils to feel that the content is relevant to them and their developing sexuality. At the point we consider it appropriate to teach pupils about sexual relationships, we will ensure that LGBTQ+ content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.

The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age. Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy. The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress – these include the following:

- Group tasks
- Pictures of work
- Class discussions
- Q&A sessions
- Project work

## **Organisation**

### **YEAR 1: Core lessons: Growing and Caring for Ourselves**

Lesson One: Keeping clean

Lesson Two: Growing and changing

Lesson Three: Families and care

### **YEAR 2: Core lessons: Differences**

Lesson One: Differences: Boys and Girls

Lesson Two: Differences: Males and Females

Lesson Three: Naming the Body Parts

### **YEAR 3: Core lessons: Differences and Stereotypes**

Lesson One: Differences: Males & Females

Lesson Two: Family differences

Lesson Three: Understanding acceptable touch

### **YEAR 4: Core lessons: Growing Up**

Lesson One: Growing and Changing

Lesson Two: Body Changes and Reproduction

## Lesson Three: What is Puberty?

### **YEAR 5: Core lessons: Puberty**

Lesson One: Talking About Puberty

Lesson Two: Puberty and Hygiene

Lesson Three: Physical changes during puberty

### **YEAR 6: Core lessons: Puberty and Reproduction**

Lesson One: Puberty and Reproduction

Lesson Two: Relationships and Reproduction

Lesson Three: Conception and Pregnancy

### **Monitoring**

Evaluation of children's work, comments, questioning and understanding should be used to inform future planning.

This policy will be updated in line with government recommendations. All new updates and changes will be communicated to Parents, Staff and Governors where necessary.

### **Consultation with parents**

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in this policy.

Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

### **Role of the PSHE co-ordinator**

To promote the teaching of RSE throughout the school by:

- Supporting staff with planning and teaching
- Ensuring topics are adequately resourced
- Keeping staff up to date with changes in Sex and Relationship Education
- Providing and arranging training or workshops for staff, parents and governors.

### **Right to withdraw**

Relationships and health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.

As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum.

The headteacher will grant withdrawal requests; however, the headteacher/Inclusion Lead/PSHE lead will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The headteacher/Inclusion Lead/PSHE Lead will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

The headteacher/Inclusion Lead/PSHE Lead will keep a record of the discussion between themselves, the pupil and the parent.

The headteacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.

Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

### **Specific Issues**

#### Planned Links with the wider community

There are a range of people in the community who may be able to support RSE e.g. school nurses, health visitors, nurses, doctors, health related organisations, LA staff and youth workers. These external agencies can give the pupils access to a wide range of experience and expertise, new resources and different approaches to learning. The use of any external agency must be planned to enhance the provision within school and agreed with the PSHE subject leader.

Visitors should be aware of the School's policy on visitors coming into school. The school will ensure that the professionals adopt a consistent approach similar to that of teaching staff and are aware of the statutory requirements and the School policy on sex education.

#### Child Protection/Safeguarding/E-safety

Teachers/external agencies will refer to the school Safeguarding Policy, e-safety policy and the council's child protection procedures and guidelines.

#### Confidentiality

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

Teachers will, however, alert the DSL's about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the **DSL and handled in accordance with the Child Protection and Safeguarding Policy.**

#### Behaviour

Hunnyhill Primary School has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another. Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises.

These incidents will be dealt with following the processes in our Behavioural Policy and Anti-Bullying Policy. The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil

### Use of Language

Staff should introduce a safe, neutral vocabulary with which to communicate. They should acknowledge the words used at home and with friends but should negotiate the use of words at School that are acceptable to all concerned. The requirement of the National Curriculum in Key Stage 1 Science states that pupils should be able to name the external parts of the human body. This provides grounding for pupils to confidently use the correct words for sexual parts.

### Answering Difficult Questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers should endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, school health advisor/school nurse for an answer or seeking advice from the PSHE Lead or the Inclusion lead.

### Equality and accessibility

The school understands its responsibilities in relation to the Equality Act 2010 specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs, such as those with social, emotional or mental health needs, are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Positive Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

The school understands that relationships, sex, and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager, Inclusion Lead or Headteacher to discuss this.

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education. The teachers will work with the SENCO to make sure materials are suitable for the child's individual needs.

### Morals and Values

Our school believes that RSE encourages the following values:

- Respect for self and others
- Tolerance towards others who may have different backgrounds, culture or views
- The importance of stable loving relationships, family life, and marriage
- The importance of honesty, care and love in relationships

## **Appendix/Updates**

### **Legal framework**

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2020) 'Teaching about relationships, sex and health'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Positive Behaviour Policy
- SEND Policy
- Inclusion Policy
- Equal Opportunities Policy
- Harmful Sexual Behaviour Policy
- Pupil Confidentiality Policy
- Anti-Bullying Policy: Pupils
- Social, Emotional and Mental Health (SEMH) Policy
- E-safety Policy
- Visitor Policy