

# Relationship and Sex Education Policy 2020-21

Agreed by the Governing Body	
Chair of Governors or Committee Chair	Mr Stothard
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Review Schedule	Annual
Subject Leaders	Sarah Russell

## Introduction

This policy for RSE has been developed using the following documents: Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance published by the DfE, 'Sex and relationships education (RSE) for the 21st century' from the PSHCE Association  
The model policy from Leeds' Schools Health and Wellbeing Service.

## What is Relationships and Sex Education (RSE)?

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex and human sexuality. Some aspects of RSE are taught in science, and other aspects are taught within specific RSE lessons.

A comprehensive programme of RSE provides accurate information about the body, reproduction and sexual relationships. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. **It is not about the promotion of sexual orientation or sexual activity.** RSE is lifelong learning about physical, moral and emotional development. It is about the understanding that love and care, mutual respect and stable and loving relationships are all important in family life.

## Our Aims and Values

Effective RSE helps children and young people to make and sustain meaningful relationships. At Hawksworth Wood, we want children to be able to make responsible and well informed decisions about their lives. We want children to have knowledge, skills and understanding to keep themselves and others safe.

We teach children about:

- the physical development of their bodies as they grow into adults;
- emotional changes and issues around peer pressure and stereotyping;
- rights and responsibilities as children grow;
- the way humans (and other animals) reproduce;
- respect for their own bodies and others';
- sexual activity as part of a committed, long-term and loving adult relationship;
- the importance of family life;
- respect for the views of other people;
- sexual abuse and what they should do if they are worried about any sexual matters;
- Safeguarding issues including consent, child sexual exploitation and online safety.

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### Organisation

Hawksworth Wood Primary School is guided by the principles and characteristics of effective RSE as detailed in appendix 1.

The majority of Sex and Relationships Education is taught through our PSHE, although some aspects are covered in the science national curriculum and are statutory, for example the lifecycles of living things. For more detail on the teaching of human bodies and reproduction in the statutory science curriculum, please refer to appendix 2. In KS1 and lower KS2, PSHE relating to RSE will take place in either discrete lessons or through cross-curricular links. In upper KS2, the RSE lessons will generally be delivered in longer sessions. Year 4 lessons relating to puberty will generally take place in the Spring Term. Year 6 lessons relating to conception will take place in the final half term. Other sessions contributing to the RSE curriculum will be spread throughout the year.

In PSHE we teach children about relationships and we encourage children to discuss issues relating to growing up. In the Foundation Stage the social development of children is extremely important and it is the 'Relationship' aspect of RSE that develops greatly over this time. There are specific areas of the Early Years Foundation Stage Profile that cover the development of relationships:

- In "Making Relationships" the children learn to value other children and their viewpoints.
- In "Managing feelings and behaviour" the children are encouraged to talk about and show their feelings as well as accept the feelings of others.
- The children learn about ways to keep safe in all aspects of life in "Health and Self-Care".
- In addition to the PSED and Physical areas of EYFSP, some units of the RE curriculum for FS explore ways in which we care for our friends and family e.g. "What makes a good helper?"
- The ethos in FS is that we are all special: the same in some ways and different in others and this is discussed in a variety of situations.

Whilst much of the PSHE curriculum for KS1 and KS2 will contribute to healthy relationships, the sections focussing on Relationships and Sex Education will primarily be broken down and delivered at age appropriate points across KS1 and KS2.

In KS1, children will learn:

- To understand and respect the differences and similarities between people.
- About the biological differences between male and female animals and their role in the life cycle.
- The biological differences between male and female children (including the correct names for body parts).
- About growing from young to old and that they are growing and changing.
- That everybody needs to be cared for and ways in which they care for others.
- About different types of family and how their home-life is special

In KS2, we introduce puberty. It is important to introduce this at a relatively young age as some children, especially girls, do reach puberty in the middle of KS2.

The children learn:

- About the way we grow and change throughout the human lifecycle.
- About the physical changes associated with puberty.

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- About menstruation.
- About the impact of puberty in physical hygiene and strategies for managing this.
- How puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty.
- Strategies to deal with feelings in the context of relationships.
- To answer each other's questions about puberty with confidence, to seek support and advice when they need it.

In Year 6, the curriculum moves on to sexual reproduction in animals and humans. Children learn:

- About the changes that occur during puberty.
- To consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact.
- What values are important to them in relationships and to appreciate the importance of friendship in intimate relationships.
- About human reproduction in the context of the human lifecycle.
- How a baby is made and grows (conception and pregnancy).
- About roles and responsibilities of carers and parents.
- To answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it.

RSE relating to puberty and conception may be taught in single sex groupings if appropriate. PSHE sessions, which may make reference to learning from RSE, will be taught in mixed classes.

Teachers always endeavour to answer all questions with sensitivity and care. We emphasise the importance of confidentiality within these discussions and also have an anonymous question box which the children can put questions into at any time that they do not feel comfortable asking publically. These are answered and discussed with the whole class, as appropriate to the age range of the children. Issues such as contraception, abortion or Sexually Transmitted Infections, inc HIV, are not planned to be covered in the Primary curriculum but basic questions from children about these issues would be answered in a brief, matter-of-fact manner should they arise.

### **The role of parents**

The school is well aware that the primary role in children's relationship and sex education 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:

- Inform parents about the school's RSE policy and the timing and content of practice.
- Answer any questions that parents may have about the sex education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school.

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We arrange a meeting for all parents and carers prior to the teaching of RSE sessions focusing on reproduction to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching. This provides parents with a full picture of our RSE curriculum and allows them to ask any questions they may have. Parents are informed that they have the right to withdraw their children from RSE lessons that are not part of the science national curriculum.

If a parent wishes their child to be withdrawn from any RSE lessons, they should discuss this with the class teacher or head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard and may provide support materials for home use.

### **Confidentiality**

Teachers conduct sex education lessons in a sensitive manner and in confidence. We will always staff RSE lessons where more explicit sexual content is being shared with two adults.

If a child makes a reference to being involved in sexual activity then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that s/he may have been a victim of abuse/exploitation. In these circumstances the teacher will draw their concerns to the attention of a school designated child protection officer who will then deal with the matter in line with the child protection policy.

### **Monitoring and review**

The governing body will monitor our RSE policy and will give serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the head teacher to keep a written record giving details of the content and delivery of the RSE programme that we teach in our school. Parents' views about the content of the RSE curriculum will be sought through a consultation process.

## Appendix 1

### What is high quality relationships and sex education?

#### Sex and relationships education:

- Is a partnership between home and school
- Ensures children and young people's views are actively sought to influence lesson planning and teaching
- Starts early and is relevant to pupils at each stage in their development and maturity
- Is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- Includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- Has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- Helps pupil understand on and offline safety, consent, violence and exploitation
- Is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- Is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- Uses active learning methods and is rigorously planned, assessed and evaluated
- Helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- Teaches pupil about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- Promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.

#### It contributes to:

- A positive ethos and environment for learning
- Safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- A better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- Helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- Reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

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### Appendix 2

Some parts of relationship and sex education are compulsory - these are part of the national curriculum for science. Parents can withdraw their children from all other parts of relationship and sex education if they wish.

### **Sections of the Science Programme of Study relating to the human biology, life cycles or reproduction include:**

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.

**Non statutory guidance:** Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

**Year 2:** notice that animals, including humans, have offspring which grow into adults.

**Non-statutory guidance:** They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult.

**Year 3:** explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

### **Non statutory guidance:**

- Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.
- Pupils should be taught to describe the changes as humans develop to old age.

**Year 4:** (whilst coverage relates to human biology, there is a lesser link to life cycles and reproduction within the Year 4 programme of Study).

- Describe the simple function of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producer, predator and prey.

### **Non statutory guidance:**

- Pupils should be introduced to the main body parts associated with the digestive system and explore questions which help them to understand their special function.
- Pupils might work scientifically: by comparing teeth in carnivores and herbivores and suggesting reasons for the differences; finding out what damages teeth and how to look after them; They might draw and discuss their ideas about the digestive system and compare them with models and images.

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### **Year 5:**

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.

### **Non statutory guidance:**

- Pupils should draw a timeline to indicate stages in the growth and development of humans.
- They should learn about the changes experienced in puberty.
- Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

### **Year 6:**

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

**Non-statutory guidance:** They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with poodles.

### **Further guidance:**

“In primary schools, at key stage 1 (ages 5 to 7), pupils are taught about the main external body parts. While we have not specified sexual parts of the body at this stage, teachers will be able to cover this material if they think it is appropriate to the needs of their pupils.

At key stage 2 (ages seven to 11), pupils learn about changes to the human body as it grows from birth to old age. Puberty is a significant part of this and will be covered during upper key stage 2, as part of content on the human life cycle.” DfE