



## HILT Relationships & Sex Education Policy

September 2023

### **Introduction**

This policy has been written to ensure we are meeting the requirements of the National Curriculum 2014 for Science and the non-statutory framework for Personal Social and Health Education (PSHE) and Citizenship at Key Stages 1 and 2. This policy also takes into account the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance issued by the DfE in 2019.

The policy was created by the subject leaders for PSHE in consultation with staff and governors of the school. It is intended to be used as an outline to the guiding principles by which the staff of this school will teach Relationships and Sex Education (RSE).

*Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.*

*This is why we have made Relationships Education compulsory in all primary schools in England, as well as making Health Education compulsory in all state-funded schools. The key decisions on these subjects have been informed by a thorough engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education.*

*Secretary of State 2019*

## Policy Aims and Objectives

At HILT, RSE reflects the school's vision and values which demonstrate and teach the skills, knowledge and understanding pupils need to lead confident, healthy lives to become informed, active and responsible citizens. RSE is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to help children form healthy meaningful relationships, based on respect for themselves and for others. We believe that RSE must include information about physical, moral and emotional development and the school will ensure that pupils are given information appropriate to their age and stage of development.

Henry Moore School believes in working in partnership with parents and carers and understands the importance of sharing our RSE programme with families so that they are able to support their children's physical, moral, mental wellbeing and emotional development at home. Through this policy, we work together to promote the following skills:

- To provide the knowledge and information to which all pupils are entitled;
- To clarify/reinforce existing knowledge;
- To raise pupils self-esteem and confidence, especially in their relationships with others;
- To understand the importance of safe and stable relationships that promote respect, love and care;
- To help pupils develop skills (language, decision making, choice, assertiveness, resilience) and make the most of their abilities;
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;
- To develop skills for a healthier safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To develop resilience and positivity when responding to influences that may affect body image;
- To reinforce and develop pupils understanding of how to stay safe online;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood;

- To respond to the needs of pupils and parents/carers by providing accurate knowledge of sexual matters at a level suitable to children's age and understanding and to dispel myths and rumour;
- To foster an understanding and acceptance that relationships can be formed in diverse and varied ways, for example; people of the same gender.

## **Organisation and Delivery of RSE Programme**

The PSHE subject leader and Head Teacher are responsible for the organisation of RSE at HILT Schools. RSE is delivered through a number of areas of the curriculum and is taught explicitly through the following subjects: Science, Religious Education, Computing, Physical Education, PSHE & Citizenship - including the Rights of the Child - and through assemblies.

Where RSE is taught within the curriculum, it will be delivered by the class teacher and therefore usually within a mixed gender class. Assemblies are delivered by teaching staff, including the Head Teacher. Visiting speakers from the community, e.g. health promotion specialists, school/family planning nurses, community police and fire officers, make a valuable contribution to the RSE curriculum. Their input is carefully planned and monitored to fit into and complement the curriculum. Teachers are always present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the RSE curriculum. Whilst many aspects of RSE are taught throughout the year, some specific age related aspects are delivered at a pre-planned point during the year, in order that parents/carers are informed and can be involved in supporting their child.

## **Early Years Foundation Stage (EYFS):**

As outlined in Development Matters, Personal, Social and Emotional Development is a prime area of learning in EYFS. Through the EYFS Curriculum children are taught to play cooperatively, taking turns with others, and learn to show sensitivity to others' needs and feelings. Children are shown how to form positive relationships with adults and other children, and talk about how they and others show feelings.

Whilst learning about, Understanding the World, children learn that others do not always enjoy the same things and they are taught about similarities and differences between themselves and others, and among families, communities and traditions. Children make observations of animals and plants and explain why some things occur, and talk about changes.

## **Key Stage 1**

Through the Science curriculum, children learn to identify, name, draw and label the basic parts of the human body. They find out about life cycles of some animals and notice that animals, including humans, have offspring which grow into adults.

Through the PSHE and RE syllabus, children reflect on family relationships, different family groups and celebrations and how to form healthy relationships with others. Children learn about the importance of personal hygiene to maintain good health and about personal safety.

## **Key Stage 2**

Through the Science curriculum, children build on their knowledge of life cycles and learn to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Children are taught to describe the life process of reproduction in some plants and animals and find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Children learn to describe the changes as humans develop to old age and they are taught to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Through the Computing curriculum, children in Year 6 will learn about appropriate use of social media, cyber-bullying with specific reference to secondary school and what to do if they are asked to send inappropriate content via a social media platform. This module supports the children in preparation for their secondary school transition and for the advance demands of social media.

Through the PSHE and RE syllabus, children continue to develop an understanding of relationships within a family; between friends and the community, and that there are different patterns of friendship. They develop the skills needed to form relationships and to respect other people's emotions, feelings and differing attitudes. They consider how to make simple choices and exercise some basic techniques for resisting pressures.

Sex Education is taught as a discrete subject to children in the following year groups during the summer term:

**In Year 5** Children learn about physical changes in the body, personal hygiene and relationships, including emotions and feelings.

Lessons focus on the key questions including:

- What are the differences between male and female bodies?
- How have our bodies changed since we were born?
- What is puberty?

- How does your body change?
- What are the reasons for this change?
- What is menstruation and why does it happen?

**In Year 6**, children will revisit the topics that were covered in Year 5 regarding physical changes in the body. In addition, they will learn about healthy and loving relationships.

Lessons focus on the key questions including:

- How do our bodies work?
- How do we cope with changing emotions and relationships?
- What is a loving relationship?
- What is a sexual relationship?
- How is a baby conceived?
- What influences our body image?

## **Equal Opportunities**

The RSE programme will be delivered in accordance with the school's Inclusion Policy, Essex County Council's Equal Opportunities Policy and the Equality Act (2010). Consequently, implicit in the school's curriculum, pupils will learn from an early age that there are many different types of, family. In KS2, pupils will be taught that the term, relationship may refer to two people of the same or different: gender, ethnicity, religion/belief, or ability/disability. The promotion of any type of relationship shall not occur.

Where appropriate, pupils will be given opportunities to discuss specific issues related to puberty in single sex groups. Resources and methods of teaching will be in line with the strategies set out in the policies.

## **Inclusion**

The RSE policy reflects and is in line with the schools' equal opportunities policy and the schools ensure that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEND and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

## **Right of Withdrawal**

HILT Schools will inform parents when aspects of the Sex Education programme are taught and will provide an opportunity for parents to view a sample of the resources used in lessons. Parents have the right to withdraw their children from those aspects of sex education that are not included in the Science Curriculum. Alternative work will be set for children who have been withdrawn from these lessons.

Relationships education is a statutory part of the school's curriculum and, consequently, parents may not withdraw pupils from these lessons.

However, in view of the cross curricular nature of the school's teaching, it is impossible to guarantee that any child will be excluded from discussions of RSE matters which arise outside specific sex education classes.

## **Questions Raised by Pupils**

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject.

A set of ground rules is established prior to the unit of work so that both teachers and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions. Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development.

Teachers will use their professional skill and discretion before answering questions and if necessary will deal with questions on an individual basis after the lesson. Where pupil's questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with the child's parents.

Teachers are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue.

The usual standards of confidentiality between child and teacher will be observed, except where a child's question might suggest the possibility of abuse. In these circumstances, the Designated Safeguarding Leads or deputies should be informed. If the DSLs are not able to be contacted, a member of the Senior Leadership Team should be consulted.

No adult should ever promise confidentiality to a child, as per the school's Safeguarding Policy.

## **Review, Assessment and Evaluation**

Monitoring of the RSE Policy is the responsibility of the head teacher and PSHE subject leaders.

The school will assess the effectiveness of the aims, content and methods in promoting students learning by lesson observation, sampling teachers planning and feedback from parents.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

This policy document is available to view on the school website.

## **Links with other Policies**

Due to the nature of the subject, this policy should be read and implemented in conjunction with other policies.

Date of Policy: September 2023

Review of Policy: September 2026 or when necessary