

Relationship and Sex Education Policy



Introduction

Hadley Wood is an inclusive, Values School. We seek to promote social inclusion, irrespective of faith, culture or ethnicity, sexual orientation, gender identity, gender expression or ability as outlined in the Equalities Act 2010.

Our school considers Relationships and Sex Education (RSE) to be an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum with elements also contained in the science curriculum. We aim to offer pupils a carefully planned curriculum covering: human development, relationships, sexuality and family life all within a safe, comfortable atmosphere. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the requirements outlined in the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, published by the DfE in February 2019.

Aims

As part of RSE, pupils will be taught about the nature and importance of developing and sustaining healthy, happy relationships in whatever form these may take. We aim to provide accurate information and to help to develop skills to enable our children to understand differences and respect themselves and others. We hope to prevent and remove prejudice and stigma. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents/carers.

The following aims of the RSE curriculum complement those of the Science curriculum in KS1 and KS2:

- To have the confidence and self-esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening and thinking about feelings and relationships
- To be able to name parts of the body and describe how their bodies work
- To be prepared for puberty both mentally, physically and socially
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To understand the role the media plays in forming attitudes

Teaching and Learning including delivery of the Curriculum

We deliver the main RSE teaching within our PSHE curriculum. We also teach RSE through other subject areas (e.g. Science, PE and R.E.), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with R.E. children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. The scheme of work for RSE at Hadley Wood (Appendix A: Scheme of work outline) maps out a grid of lessons/units for each year group which progresses and returns to themes as children move through the school.

RSE is taught by class teachers in a safe and nurturing environment. This is most often delivered through discussion-based, circle time opportunities where pupils are encouraged to ask questions. In order to achieve this, ground rules for behaviour will be shared at the beginning of each RSE lesson. Some children may choose to voice concerns and ask questions and others may prefer not to. A question box is available in all classes throughout the unit of work in order to enable children to ask questions they may not feel confident to voice as part of a group or whole class.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It

is important that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children. Staff will access appropriate training and support to help them deliver effective RSE throughout the course of the academic year.

Curriculum content

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|--|--|---|--|
| Myself and others My community Family Friendships Choices | Differences, Boys & Girls Difference Male and Female Growing up Everybody Needs Caring For Families | Self Esteem Challenging Gender Stereotypes Family differences Decision Making Safety | Growing and Changing What Is Puberty? The importance of personal hygiene Your Questions Answered Assertiveness | Talking About Puberty Puberty and Hygiene Menstruation education for girls Becoming Men and Women Building Good Relationships | Puberty and Reproduction Relationships and Reproduction Conception and pregnancy Menstruation and wet dreams Different relationships |

All lessons taught through this curriculum, including the supporting materials are in line with Keeping Children Safe in Education (KCSIE) 2019.

Resources

Copies of the Channel 4 All About Us: Living and Growing DVD can be sought from the PSHE Subject Leader. The school uses elements of the Islington Primary Scheme of Work to support the delivery of the RSE lessons, these are available on the school's internal electronic database. Any queries regarding resources should be directed to the PSHE Subject Leader.

Delivery

Sex Education (RSE) is delivered in the Summer Term at Hadley Wood as we feel this is usually when the children have reached the appropriate level of maturity to discuss the sensitive content in this area of the curriculum. RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. A variety of learning methods which involve children's full participation are used, for example, flashcards, anonymous questions and answer sessions and games to re-enforce key vocabulary. Materials used reflect the consultation with parents/carers and the school health advisor. Age and cultural backgrounds of the pupils are considered in relation to images used. The range of material used is available to parents/carers before it is shared with the children.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to support and train staff in the delivery of RSE in school.

Hadley Wood Primary School has a code of practice for using visitors to support the delivery of PSHE:

- Visitors are invited in to school because of the particular expertise or contribution they are able to make to the learning and teaching. All visitors are familiar with and understand the school's RSE policy and work within it
- All visitors are supervised/supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff. This evaluation informs future planning

Evaluation of the RSE programme is made through discussion with pupils and, where appropriate, work scrutiny carried out by the SMT.

Special Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

Equal Opportunities

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

In the event of a child self-identifying as another gender different to that with which they were born, the school will respond by liaising with parents and seeking support from the relevant professionals. Lesson plans will be tailored to respond sensitively to the needs of the individuals in that class.

Harassment and bullying

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear. Some pupils may use terms which distinguish a person's sexual orientation in a derogatory manner as a way to harass other pupils. This is unacceptable and will be dealt with as any other form of harassment, through the school behaviour and discipline procedures.

An understanding of human difference, including sexuality, is an important aspect of RSE education and will be addressed as appropriate through the curriculum. The school will offer support to any child who needs to explore their own feelings and sexuality in a safe and nurturing space. To promote tolerance and acceptance, the school displays the 'Different Families, Same Love' posters in both key stages.

Monitoring and evaluation

This policy scheme of work will be regularly reviewed and any feedback from teachers, parents/carers and pupils will be considered.

A sample of pupils' PSHE reflections from each class will be collected and progress checked. Alongside this, lesson observations and learning walks will be carried out at regular intervals to ensure we are offering high quality RSE provision.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be 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 they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection, or the Headteacher.

Legally, the school cannot offer or guarantee absolute confidentiality in line with the recommendations outlined in the KCSIE (2019) documentation. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support.

Parental responsibility, including the right of withdrawal

We recognise that the primary role in children's RSE 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 will inform parents about the school's RSE policy and practice
- Answer any questions that parents may have about the RSE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Parents will be informed by email before the lessons, or series of lessons, take place

- Parents of year 6 pupils will be invited in to school to view materials before they are shared with the children
- Parents have the right to withdraw their children from those aspects of Relationship and Sex education, not included in the Science Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the RSE programme until the request for withdrawal has been rescinded
- If parents/carers do request their child be removed from these lessons, then that child will be provided with alternative work, linked with the PSHE and Citizenship programme, and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved

The Role of the Headteacher

It is the responsibility of the Headteacher to:

- Ensure that parents and staff are informed about our RSE policy
- The policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitor this policy on a regular basis and reports to governors on the effectiveness of the policy

This policy was written in consultation with class teachers and representative parents. Thank you to Anna Coplestone, Noemi Nagy-Bhavsar and Debbie Berkowitz for co-editing this policy. It was accepted by the Curriculum Committee on behalf of the full Governing Body.

Date of Policy: June 2019

Review Date: June 2021 (or earlier if deemed necessary)

This Policy should be read in conjunction with the following Policies:

- Equality Policy
- Inclusion Policy
- Behaviour policy and procedures
- Child Protection Policy
- Anti-bullying policy and procedures
- Science policy
- P.E.
- R.E.
- P.S.H.E. and Citizenship Policy

Appendix A: RSE Scheme of work

| RSE UNITS YEAR 1 | | |
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| | Learning Intention: | Learning Outcomes: |
| Lesson One: Myself and others | To know the importance of valuing oneself | Pupils: Describe and begin to value individuality and to recognise and celebrate their emotions, gifts and talents |
| Lesson Two: My community | To recognise that everyone is different | Pupils: Know and value the different groups to which they belong Recognise similarities and differences between themselves and their peers |
| Lesson Three: Family | To know that there are different types of family and all families have special roles in children's lives | Pupils: Are able to describe their family Understand why their families are special Identify different ways that families and individual members care for each other Have identified their special people and be able to describe what makes them special |
| Lesson Four: Friendships | To understand what friendship is | Pupils: Describe who a friend is and what a friend does. Demonstrate some skills needed to make and maintain friendships. |
| Lesson Five: Choices | To recognise most children can make choices | Pupils: Understand that they have choices Recognise that choices and responses will be affected by different factors Recognise that some choices will be wrong and other choices will be right Identify a simple way for decision making. |

| RSE UNITS YEAR 2 | | |
|---|--|---|
| | Learning Intention: | Learning Outcomes: |
| Lesson One: Differences, Boys & Girls | To understand and respect differences and similarities between boys and girls. | Pupils: Understand that some people have fixed ideas about what boys and girls can do |
| Lesson Two: Difference Male and Female | To explore some of the differences between males and females and to understand how this is part of the life cycle. | Pupils: Describe some differences between male and female animals Describe some differences between boys and girls Understand that making a new life needs a male and a female Name the biological differences between male and female body parts |
| Lesson Three: Growing up | To recognise that we grow from young to old and that we are continually growing and changing | Pupils: Can identify key stages in the human life cycle Understand some ways they have changed since they were babies Understand that all living things including humans start life as babies |
| Lesson Four: Everybody Needs Caring For | To appreciate that everyone needs to be cared for | Pupils: Understand that we all have different needs and require different types of care Identify ways we show care towards each other Understand the links between needs, caring and changes throughout the life cycle |

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| Lesson Five: Families | To know different types of family and recognise how home-life is special | Pupils: Can describe different types of family Identify what is special and different about their home life Understand families care for each other in a variety of ways |
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RSE UNITS YEAR 3

| | Learning Intention: | Learning Outcomes: |
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| Lesson One: Self Esteem | To recognise their worth as individuals by identifying positive things about themselves and their achievements, and by beginning to identify an area that needs to be strengthened. | Pupils: See oneself as special, to recognise strengths, abilities and personal characteristics Have begun to build self-esteem and confidence by looking at their skills and achievements. Begin to identify personal areas that need improvement |
| Lesson Two: Challenging Gender Stereotypes | Learning Intention: To recognise and challenge gender stereotypes. | Pupils: Understand that males and females can do the same tasks and enjoy the same things Understand that there are different stereotypes (fixed ideas) about what males and females can do |
| Lesson Three: Family differences | To recognise that families are different and to challenge stereotypes about families | Pupils: Know that all families are different and have different family members Understand that people sometimes have stereotypes (fixed ideas) about families |
| Lesson Four: Decision Making | To be able to demonstrate simple decision making strategies To learn why it is important to keep clean | Pupils: Recognise that choices require decisions Are able to consider different possibilities Demonstrate effective decision making skills Explain why it is important to keep clean Describe and carry out basic hygiene Know what to take responsibility for and when to ask for help |
| Lesson Five: Safety | To be able to use basic techniques to resist pressure. | Pupils: Are able to identify potential dangers in different environments Recognise that pressure to behave in an acceptable or risky way can come from a variety of sources, including media and people they know to demonstrate basic techniques to resist pressure to know who they can go to for support and help |

RSE UNITS YEAR 4

| | Learning Intention: | Learning Outcomes: |
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| Lesson One: Growing and Changing | To understand the human life cycle and how the body changes. | Pupils: Describe the main stages of the human life cycle Describe the body changes that happen when a child grows up |
| Lesson Two: What Is Puberty? | To learn about the physical changes associated with puberty. | Pupils: Know the physical changes that happen in puberty Know that each person experiences puberty differently. |

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| Lesson Three: The importance of personal hygiene | Pupils learn about the impact of puberty on physical hygiene and strategies for managing this | Pupils: Can explain how changes at puberty affect body hygiene Can describe how to care for their bodies during puberty Can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming |
| Lesson Four: Your Questions Answered | To answer questions with confidence and seek help when needed | Pupils: Can answer some questions about puberty and growing up Can use appropriate language to discuss puberty Identify sources of information and advice |
| Lesson Five: Assertiveness | To understand and be able to use assertiveness skills | Pupils: Have practised being assertive in different situations |

| RSE UNITS YEAR 5 | | |
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| | Learning Intention: | Learning Outcomes: |
| Lesson One: Talking About Puberty | To explore the emotional and physical changes that occur during puberty | Pupils: Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence |
| Lesson Two: Puberty and Hygiene | To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty | Pupils: Explain how to stay clean during puberty Describe how emotions change during puberty Demonstrate how to seek help and support during puberty |
| Lesson Three: Menstruation education for girls | To explore in menstruation issues in detail with girl only groups | Pupils: Understand why girls and women have periods Know and discuss how to manage periods |
| Lesson Four: Becoming Men and Women | To consider gender stereotyping and sexuality | Pupils: Understand how our attitudes and values about gender and sexuality may be affected by factors such as age, religion and culture Recognise and challenge gender stereotypes Understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour |
| Lesson Five: Building Good Relationships Learning Outcomes: | To appreciate the importance of friendship in intimate relationships | Pupils: Explain the similarities and differences between friendships and intimate relationships Can describe different types of intimate relationship including marriage |

RSE UNITS YEAR 6

| | Learning Intention: | Learning Outcomes: |
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| Lesson One: Puberty and Reproduction | To explore the emotional and physical changes that occur during puberty | Pupils: Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence |
| Lesson Two: Relationships and Reproduction | To consider reproduction in the context of relationships | Pupils: Explain how babies are made Discuss different types of adult relationships with confidence |
| Lesson Three: Conception and pregnancy | To explore the process of conception and pregnancy | Pupils: Describe the decisions that have to be made before having a baby Know some basic facts about pregnancy and conception |
| Lesson Four: Menstruation and wet dreams | To understand that menstruation and wet dreams are a normal part of growing up. | Pupils: Explain and ask questions about menstruation and wet dreams Describe how to manage periods and wet dreams |
| Lesson Five: Relationships | To learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships | Pupils: Can identify positive qualities and expectations from a variety of relationships Can explain the similarities and differences between friendships and intimate relationships Can describe that there are different types of intimate relationships, including marriage Understand that sex or making love may be one part of an intimate relationship between adults |
| Lesson Six: Gender stereotyping | To learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact | Pupils: Understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture Can recognise and challenge gender stereotypes Understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour |