Harwell Community Primary School
Relationships, Health and Sex Education policy

Reviewed by Governor Working Party	2 November 2021
Ratified by FGB	17 November 2021
Next Review Due	Academic year 2022/23

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Contents

1. Aims

Harwell Community Primary School is committed to **ALL** pupils achieving their potential, including supporting them to understand their physical and emotional development.

Harwell Community Primary School considers that Sex and Relationships Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) curriculum, and is linked to that for Science.

We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil.

The programme is set within a clear framework and matched to the pupils' level of maturity. This policy reflects the statutory requirements of the DfE.

The aims of relationships and sex education (RSE) at our school are to:

● Provide a framework in which sensitive discussions can take place

● Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

● Help pupils develop feelings of self-respect, confidence and empathy

● Create a positive culture around issues of sexuality and relationships

● Teach pupils the correct vocabulary to describe themselves and their bodies

The RSE curriculum is consistent with the school values of respect, tolerance and the understanding of the rule of law, in line with fundamental British Values and the equalities act 2010. The guidance was last updated 16 June 2015.

The RSE curriculum supports the schools aims to provide a happy, caring, safe and secure environment that encourages and stimulates children to learn, to achieve their full potential, promoting kindness and understanding.

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Harwell School, we teach RSE as set out in this policy.

3. Policy development

This policy was developed in consultation with Governors, Staff and parents. The consultation and policy development process involved the following steps:

1. Review – the SLT pulled together all relevant information including relevant national and local guidance

2. Staff and Governor consultation – all School staff and Governors were given the opportunity to look at the policy and make recommendations

3. Parent/carer consultation – parents and carer were invited to comment and ask questions about the policy (please note that parent comments do not amount to a veto)

4.   Ratification – once amendments were made, the policy was shared with governors and ratified by the FGB

5.   The policy is reviewed by a governor working party on an annual basis prior to ratification by the Full Governing Body.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, governors and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

To support a consistent approach and to support the effective delivery of RSE, the school makes use of Jigsaw Curriculum materials which have been adjusted to suit the school's unique character.

6. Delivery of RSE

RSE is taught within the personal, social, health (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in the wider curriculum, including "Religious Education (RE) and Physical Education (PE)".

Pupils also receive stand-alone sex education sessions delivered by a trained health professional, (where possible) supported by school staff.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families can include single-parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. We will also reflect sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Language

- Children should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After an initial discussion, correct biological terms will be used at all times for teaching.

For more information about our curriculum, see our curriculum map in Appendix 1.

7. Roles and responsibilities

7.1 The governing body

The governing body will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt-out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Children's Questions

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions that teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

7.4 Pupils

Pupils are encouraged to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Staff should consider the children's needs including any unique family situations or Special educational needs.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

However, Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher (a copy of which can be provided by the school office on request).

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE and support materials guide staff in an age-appropriate manner of delivery.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE, where appropriate.

10. Monitoring arrangements

The delivery of RSE is monitored by the Headteacher through:

- learning walks
- pupil conversations
- observations.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by The Headteacher and Governor sub committee on an annual basis. At every review, the policy will be approved by the Full Governing Body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

A printed copy is available on request

	FC	Yr1	Yr 2	Yr3	Yr 4	Yr 5	Yr 6
Term 1 Being me in my world	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Feeling special and safe Being part of a class Rights and responsibilities Rewards and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspective	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Having a voice What motivates behaviour	Planning the forthcoming year Being a citizen Rights and responsibilities Democracy Rewards and consequences Group decision making Having a voice What motivates behaviour	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued choices , consequences and regards Group dynamics Democracy, having a voice Anti-social behaviour Role modeling
Term 1 (2nd Half) Celebrating difference	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Families and their differences Family conflict and how to manage it (child Centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Challenging assumptions Judging by appearances Accepting self and others Understanding influences Understanding bullying Problems solving Identifying how special and unique someone is First impressions	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Perceptions of normality Understanding disability Power struggles Understanding bullying inclusion/exclusion Differences as conflict, differences as a celebration Empathy
Term 2 Dreams and goals	Challenges Perseverance Goal setting Overcoming obstacles Seeking help Jobs Achieving goals	Setting goals Identifying successes and achievement Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Achieving realistic goals Perseverance Learning strengths Learning with others Group cooperation Contributing to and sharing success	Difficult challenges and achieving success Dreams and ambitions New Challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Hopes and dreams Overcoming disappointment Creating new realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Personal learning goals, in and out of school Success criteria Emotions in success Making differences in the world Motivation Recognising achievement Compliments
Term 2 (2nd half) Healthy me	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Keeping myself healthy Healthier lifestyles choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it is important online and offline scenarios Respect for myself and others Healthy and safe choices	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Smoking (including vaping) Alcohol Alcohol and anti special behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Taking personal responsibility How substances affect the body Exploitation, including county lines and gang culture Emotional and mental health Managing stress
Term 3 Relationships	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Celebrating special relationships	Different types of family Physical contact boundaries Friendship and conflicts Secrets Trust and appreciation Expressing appreciation for special relationships	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals	Self-recognition and self-worth Building self-esteem Safe online communities Rights and responsibilities online Online gaming and gambling Reduced screen time Dangers of online grooming SMARRT online safety rules	Mental health Identifying mental health worries and sources to support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use
Term 3 (2nd Half) Changing me	Bodies Respecting my bodies Growing up Growth and change Fun and fears Celebrations	Life cycle - animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology)** Linking growing and learning Coping with change Transition into yr.2	Life cycles in nature Growing from young to old Increasing independence Differences between female and male bodies (correct terminology) Assertiveness Preparing for the transition into Yr.3	How babies grow & Understanding baby's needs (lifecycles)* Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for the transition into Year 4	Being unique Having a baby Girls and puberty (cohort dependent?) Confidence in change Accepting change Preparing for the transition into Yr.5 Environmental change	Self-body image Influence online and media on body image Puberty for boys Puberty for girls Conception (including IVF) Growing responsibility Preparing for the transition into Year 6	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriend/girlfriend Sexting Transition into Year 7

Appendix 2: By the end of primary school pupils should know

	PUPILS SHOULD KNOW
Families and people who care about me	- That families are important for children growing up because they can give love, security and stability - The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives - That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up - That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	- How important friendships are in making us feel happy and secure, and how people choose and make friends - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs - Practical steps they can take in a range of different contexts to improve or support respectful relationships - The conventions of courtesy and manners - The importance of self-respect and how this links to their own happiness - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help - What a stereotype is, and how stereotypes can be unfair, negative or destructive - The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	- That people sometimes behave differently online, including by pretending to be someone they are not - That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous

	- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them - How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met - How information and data is shared and used online
Being safe	- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) - About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know - How to recognise and report feelings of being unsafe or feeling bad about any adult - How to ask for advice or help for themselves or others, and to keep trying until they are heard - How to report concerns or abuse, and the vocabulary and confidence needed to do so - Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
I have read and understood the material explaining what is proposed to be taught and how it will be taught but have decided to withdraw my child because...			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	