



King's Hawford

Relationships and Sex Education Policy June 2020

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1. Hawford's Mission Statement

To support children with their social, emotional and physical development. To educate them on the importance of stable, loving relationships, including marriage for family life and to promote respect, love and care. To be sensitive when teaching topics relating to sex, sexuality and sexual health, making sure it is set at an age appropriate level.

2. Subject Statement

This policy supports a whole school approach to Relationship and Sex Education (RSE). It is consistent with current legislative frameworks and statutory guidance that relates to age appropriate levels of teaching.

3. Aims

We aim in teaching RSE to help children to cope with the physical and emotional challenges of growing up. Sex and Relationship Education forms a part of the school's Personal, Social, Health, Citizenship and Economic Education (PSHCE) programme. The biological content of Sex Education, which is laid out in the National Curriculum Science Document, will be covered in more depth in Year 6. The social, moral and emotional aspects of Sex Education will be discussed in Year 6.

As in our PSHCE policy it is recognised by staff that the welfare of pupils in our care is paramount and a primary aim of our school is to safeguard and promote that welfare.

The aim of RSE is to provide children with age appropriate information, explore attitudes and values, and develop skills in order to empower them to make positive decisions about their health-related behaviour. This will take place with consideration of the qualities of relationships within families.

The policy has the following aims:

- To provide the knowledge and information to which all pupils are entitled,
- To raise pupils' self esteem and confidence, especially in their relationships with others,
- To help pupils to develop skills (language, decision making, risk assessment, assertiveness) and to make the most of their abilities,
- To develop pupils' understanding of the importance of a healthier safer lifestyle,
- To develop pupils' understanding of pressure from peers and the media, and their ability to resist these,
- To provide a description of how RSE is delivered, monitored and evaluated in the school,
- To help pupils learn to respect and care for their bodies,
- To prepare pupils for puberty and adulthood,
- To help pupils learn how to gain access to information and support.

4. Values Framework

All those who teach aspects of RSE within school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of RSE will encourage students to:

- Value and respect themselves,
- Value and respect others for who they are, not for what they have or what they can do,

- Value healthy sexual relationships which are based on mutual respect, care and goodwill,
- Value and respect differences in people's religion, culture, sexual orientation, physical and mental ability and social background,
- Value and respect their own and others' rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices,
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another.

The personal beliefs and attitudes of teachers will not influence the teaching of SRE at Hawford.

5. Statutory Requirements

From September 2020 Relationship Education and Health Education is compulsory for all pupils receiving primary education. 'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools.' (Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers)

6. Relationships Education

Relationships Education in primary schools will cover areas such as: families and people who care for us, caring friendships, respectful relationships, online relationships and being safe. The guidance states that by the end of Key Stage 2 all children should know: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so' and should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBT and gender equality, in line with the Equalities Act 2010.

7. Sex Education

The DfE recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. Schools are to determine the content of sex education at primary school. By the end of Key Stage 2 sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

8. Health Education

Health Education includes an understanding of how to maintain good physical health and mental wellbeing. Pupils should be taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and give pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Relationships Education, Health Education, Science and Sex Education work together to protect children by ensuring they have knowledge of their bodies, the human life cycle, emotions, acceptable behaviour and right and wrong. Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish

and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

9. Learning Outcomes for RSE Within the School

By the end of Key Stage 1, pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships. They will have considered the effect of their behaviour on other people and identify and respect differences between people. They will also have discussed different ways in which family and friends care for one another. They will be able to explain ways of keeping clean and they will be able to name the main parts of the human body. They will also be able to explain that people grow from young to old.

By the end of Key Stage 2, pupils will have had the opportunity to express their views and respect those of others. They will have discussed some of the body and emotional changes that occur at puberty and how to deal with these in a positive way. They will have practised skills in making judgements and decisions and will be able to list some ways of resisting negative peer pressure around issues affecting their health and well being. They will also have considered different types of relationship (for example, marriage or friendships), and discussed ways in which people can maintain good relationships (for example, listening, supporting, caring).

By the end of Key Stages 3 and 4, pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships including sexual relationships. They will also have considered their own and others' attitudes towards relationships and sex as they begin to develop positive values which will guide them in making healthy choices in their future relationships.

10. The Organisation of SRE

SRE is co-ordinated by the Head and the PSHCE coordinator and is taught within the PSHCE programme. Biological aspects of RSE are taught within the Science curriculum and some moral aspects are taught within RE.

We believe that, to be effective, RSE should always be taught within a broader PSHCE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, resilience and decision making. Learning in RSE and PSHCE will be linked to the curriculum in relevant subjects, such as the Science, ICT and Religious Education.

A range of teaching methods which involve pupils' full participation are used to teach SRE. SRE is usually delivered in mixed gender groups. However, there may be occasions when single gender groups are more appropriate and relevant. The programme content is continually under review.

RSE is part of the wider agenda of promoting positive relationships and sexual health for young people to which many individuals and organisations in our community contribute. Our RSE Policy contributes to meeting local and national priorities as described in strategies such as:

Forthcoming statutory status of RSE and Health Education Autumn 2020

Sexual Health Enquiry – Health and Social Care Committee Oct 2018

Sexual Health Improvement Framework 2013

Transforming Children and young people's Mental Health Provision July 2018

Keeping Children Safe in Education 2018 including duties to prevent female genital mutilation (FGM), child sexual exploitation (CSE) and peer on peer abuse.

The link between pupil health and wellbeing and attainment 2014 Public Health England
This policy draws on and is informed by the following national and local documents:
Sex and Relationships Education for the 21st Century' (Brook, PSHE Association, Sex Education Forum)
Sex Education Forum Guidance & Resources (Sex Education Forum)
National Curriculum (DfE 2014)
Sex and Relationship Education Guidance (DfEE 2000)
Not Yet Good Enough (Ofsted 2013) (report on PSHE)
Programme of Study for PSHE Education (PSHE Association)
Young People, Relationships and Sex – The New Norms (IPPR 2014)
Health-Related Behaviour Survey 2016 SHEU
Shhh...No Talking – LGBTQ Inclusive RSE in the UK 2016
Digital Romance Report December 2017
'It's just everywhere' Sexism in Schools Report December 2017
Sexting in schools and colleges: Responding to incidents and safeguarding young people UKCISS
International technical guidance on sexuality education UNESCO

11. Use of Visitors

Visitors to school, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to RSE lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The PSHE co-ordinator will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's RSE programme. A teacher will be present during the lesson.

12. Terminology

OfSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

13. Teaching Methodologies

Ground Rules: RSE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established

Cambridgeshire School - Relationships and Sex Education Interim Policy Nov 2018 - Page 8 of 19, at the beginning of any RSE work, in addition to those already used in the classroom.

They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information.

14. Dealing with Difficult Questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Techniques such as the use of an anonymous question box will be considered when it is felt appropriate. Teachers will 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 or seeking advice from the PSHCE co-ordinator or senior pastoral lead.

15. Inclusion

We understand the importance of ensuring that all children in our school receive their

entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Cambridgeshire School •Relationships and Sex Education Interim Policy Nov 2018• Page 9 of 19. In relation to those with special educational needs or disability, we will review our RSE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

16. Resources

We will primarily use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering the RSE Curriculum. We will avoid a 'resource-led' approach to delivering RSE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- are consistent with our Curriculum for RSE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RSE.

17. Monitoring and Evaluation of RSE

The PSHE coordinator collects evidence for the monitoring and evaluation of the SRE programme by means of lesson observations, monitoring lesson plans and gathering feedback from teachers and pupils. Parents' views are invited at parents' evenings and through feedback forms. SRE issues will be included in the induction programme for all new members of staff.

The PSHCE subject co-ordinator is responsible for the management of resources. These will be made readily available to staff teaching the programme and to parents on request.

Parent/Carer Support

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up and relationships education. We recognise that many children would prefer to receive information about RSE from their parents and carers. Therefore, we seek to work in partnership with parents and carers when planning and delivering RSE. Consultation periods will be organised to ensure the views of parents and carers are considered when reviewing RSE.

18. Withdrawal of Students from RSE and Complaints Procedure

The school includes information on RSE on the website and full details are available on request. The school will inform parents when aspects of the SRE programme are taught (this may be done simply by announcing in the school's newsletter in some instances) and will provide opportunities for parents to view the resources being used.

Parents are informed of their legal right to withdraw their child from RSE via the school prospectus. Any parent wishing to withdraw their child is encouraged to make an appointment with the Head to discuss the matter. Pupils cannot be withdrawn from any part of SRE which falls within the National Curriculum.

Any complaints about the content or delivery of RSE should be addressed to the Head.

19. Links with Other Policies

- PSHCE
- Equal Opportunities
- Child Protection/ Safeguarding
- Confidentiality
- Behaviour
- Anti-Bullying
- Science
- ICT

20. Programme for Sex and Relationships Education

The programme forms a key part of our PSHCE programme. Our Units of Work are based on the Cambridgeshire PSHCE Scheme of Work. We have carefully reviewed the resources we use to support our teaching, to ensure they are appropriate to the age and needs of the children.

Reception

There will be a focus on 'Growing and Changing'. The 'My Body and Growing up' topic covers some elements of Science and PSHE.

The children will engage with the following questions:

<p>Healthy and Safer Lifestyles 1 My Body and Growing Up</p> <ul style="list-style-type: none">• What does my body look like?• How has my body changed as it has grown?• What can my body do?• What differences and similarities are there between our bodies?• How can I look after my body and keep it clean?• How am I learning to take care of myself and what do I still need help with?• Who are the members of my family and trusted people who look after me?• How do I feel about growing up?	<ul style="list-style-type: none">• Valuing the body• Body parts• My teeth• Shapes and sizes• Self care skills• Change and responsibilities
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Year 1

The children will engage with the following questions:

Healthy & Safer Lifestyles
Relationships and Sex Education

- What are the names of the main parts of the body? BS
- What can my amazing body do?
- When am I in charge of my actions and my body? BS
- How can I keep my body clean? HP
- How can I avoid spreading common illnesses and diseases? HP

- External parts of the body
- My amazing body
- Germs
- Hand washing

Year 2

The children will engage with the following questions:

Healthy & Safer Lifestyles
Relationships and Sex Education

- How do babies change and grow? (Statutory NC Science Y2)
- How have I changed since I was a baby? (Statutory NC Science Y2)
- What's growing in that bump? (Sex Education/NC Science)
- What do babies and children need from their families? FP
- Which stable, caring relationships are at the heart of families I know? FP
- What are my responsibilities now I'm growing up? CAB

- Babies to children to adults
- Growing up
- Caring families
- Family variety
- Marriage
- Changing responsibilities

Year 3

The children will engage with the following questions:

Healthy & Safer Lifestyles
Relationships and Sex Education

- How are male and female bodies different and what are the different parts called? BS
- When do we talk about our bodies, how they change, and who do we talk to? BS
- What can my body do and how is it special?
- Why is it important to keep myself clean? HP
- What can I do for myself to stay clean and how will this change in the future? HP
- How do different illnesses and diseases spread and what can I do to prevent this? HP

- Male and female bodies
- Talking about bodies
- Valuing the body's uniqueness & capabilities
- Responsibilities for hygiene
- Preventing spread of illnesses

Year 4

The children will engage with the following questions:

Healthy & Safer Lifestyles
Relationships and Sex Education

- What are the main stages of the human life cycle? Science
- How did I begin? Sex Education
- What does it mean to be 'grown up'? CAB
- What am I responsible for now and how will this change? CAB
- How do different caring, stable, adult relationships create a secure environment for children to grow up? FP

- Stages of human life cycle
- Seed+egg
- Being grown up
- My responsibilities
- Families' responsibilities
- Caring families

Year 5

The children will engage with the following questions:

Healthy & Safer Lifestyles
Relationships and Sex Education

- What are male and female sexual parts called and what are their functions? BS
- How can I talk about bodies confidently and appropriately? BS
- What happens to different bodies at puberty? CAB
- What might influence my view of my body?
- How can I keep my growing and changing body clean? HP
- How can I reduce the spread of viruses and bacteria? HP

- Names of sexual parts
- Puberty
- Physical and emotional change
- Menstruation
- Developing body image
- Changing hygiene routines
- Viruses and bacteria

Year 6

The children will engage with the following questions:

Healthy & Safer Lifestyles
Relationships and Sex Education

- What are different ways babies are conceived and born? (Sex Education)
- What effect might puberty have on people's feelings and emotions? CAB
- How can my words or actions affect how others feel, and what are my responsibilities? MW
- What should adults think about before they have children? FP
- Why might people get married or become civil partners? FP
- What are different families like? FP

- Human lifecycle
- Sexual reproduction
- Changing emotions and relationships
- Responsibility for others
- Love and care
- Marriage & civil partnership
- Families

Parents have the right to withdraw children from the elements of SRE which are not included in the National Curriculum for Science. Parents should contact the Head if they wish to discuss this.

21. Delivery of Sex Education Module in Years 5 and 6

Sex Education will be taught in the classroom and as we aim to achieve a balance between the needs of boys and girls they will be encouraged to work together to build up their confidence in dealing with emotional problems, fears and feelings.

The programme of Sex Education will primarily be delivered in Year 6.

The form teacher will ideally be involved in the delivery of this programme, with the assistance of other staff as deemed appropriate. Prior to the beginning of the sessions parents of Year 6 pupils will be invited to an informal meeting to discuss the format of the lessons.

Sex Education can be reinforced during RE, PE and Science lessons. It will also be possible to discuss specific issues such as menstruation and puberty separately i.e. all Year 6 girls or all Year 6 boys – to reduce the risk of personal embarrassment or awkwardness. More personal surroundings may also be required. We feel a moral as well as an educational duty should prepare pupils for the physical, mental and social changes which take place as they develop into adulthood. By approaching Sex Education in a sensitive, unthreatening and developmentally appropriate way it is hoped that we can build upon our pupils' existing knowledge and understanding of their bodies, relationships and the world in which they live in. This should help pupils with any problems they may encounter during puberty. It will also develop the skills they will need to become confident adolescents.

The value of involving external agencies will be considered very carefully and anyone involved will work with the agreed school Sex Education policy. The School Nursing Service can be a key agency in supporting the work of schools and this relationship will be sustained over a period of time.

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By: R Marsland