



Relationship and Sex Education Policy

1. Introduction

The Relationship and Sex Education (RSE) policy has been developed with consultation from teaching staff and governors and parents.

At Hipswell Church of England Primary School it is recognised that if young people are to make well informed decisions about their lives, it is essential that effective Relationship and Sex Education takes place. Relationship and Sex Education is firmly rooted in the framework for Personal, Social, Health and Citizenship Education (PSHCE).

We develop in the pupils an understanding that SRE is about teaching children that loving and stable relationships, marriage and respect for themselves and others, are the key building blocks of community and society. It is also about the teaching of sex, sexuality and sexual health.

2.1 Aims and Intent; The aims of RSE at Hipswell Church of England Primary School are to:

- Help and support young people through their physical, emotional and moral development.
- To develop understanding of the importance of family life, stable and loving relationships (including marriage), respect and love.
- To provide a framework to respond to questions and teach about sex, sexuality and sexual health.
- To enable young people to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.
- To develop personal and social skills for friendship and other relationships.
- To make informed and responsible decisions.
- To develop self-confidence and self-awareness.
- To understand where and how to access support.
- To acquire assertiveness and decision making skills.
- To explore attitudes and values.

2.2 Aims and Intent: Sensitivity

This is a sensitive area of the curriculum which adults deliver carefully, following the Christian values of the school and the long term curriculum plans. RSE at Hipswell Church of England Primary School takes account of the cultural backgrounds of all our pupils and the views of our parents. RSE is **not** about the promotion of sexual orientation or sexual activity.

Adults manage conversations and incidents professionally, appropriate to the age of the pupils. All staff work together to create a caring environment in which pupils can learn and grow, becoming confident citizens with good mental and emotional health. Where appropriate, staff encourage pupils to discuss content of their Relationship and Sex Education with their parents and guardians.

2.3 Aims and Intent: Three main elements:

Attitudes and values which emphasises the importance of individual conscience and moral considerations, the value of family life, (including marriage and stable relationships) for nurturing children and the need to love, respect and care for others.

Personal and social skills which help children manage emotions confidently and sensitively, understand the consequences of their actions and make choices based on an understanding of difference and with an absence of prejudice.

Knowledge and understanding of physical development at appropriate stages and how emotions and relationships are affected by this. Learning how to protect themselves and how to ask for help and support, particularly if they feel threatened by cultural pressures (e.g. Forced Marriage / Female Genital Mutilation)

3.1 Implementation: Curriculum Planning: Overview

- Relationship and Sex Education is planned in line with the National Curriculum for science, North Yorkshire Healthy School Scheme Guidance and curriculum guidance for the Foundation Stage, and the NYCC Citizenship Entitlement framework. RSE is taught throughout the school using the Christopher Winter Scheme of work.
- A strong theme behind the development of this curriculum is linked to the school's duty to **safeguard** children. Extensive research nationally has shown that children and young people are highly vulnerable to a wide variety of exploitative activities, and effective RSE can minimise the

risks associated with these. Certain elements, such as learning the correct names for genitalia etc. are introduced quite early, simply so that children have accurate knowledge of their own bodies. In addition, this ensures that children have the language required to clearly articulate anything that might make them feel uncomfortable or place them at risk.

- Another strong theme running through this programme is the vital importance of **tolerance** and **respect** for all. It is acknowledged that our pupils live in an environment in which they may not necessarily encounter a more diverse cultural background. This leaves a dilemma; should we be even more proactive about teaching children about different life choices or cultural behaviours since they are unlikely to discover these things through other means, *OR* should we take the view that children aren't likely to encounter particular experiences so we don't need to deal with them? This framework seeks to find a balanced approach to the above dilemma, but leans more towards the former view, which is that it is important for pupils to learn about a variety of relationships and cultures since it may only be through such education that they encounter these.

3.2 Implementation: Curriculum Planning: The Foundation Stage:

The pupils in EYFS experience the following RSE content:

- I know that there are different types of relationships - family, friends and others.
- I know that different family relationships may include: mum and dad, mum, dad, mum and mum, dad and dad. (no introduction of terms e.g. gay, lesbian unless asked)
- I know that family and friends should care for each other.
- I know about change and loss and the associated feelings.

3.3 Implementation: Curriculum Planning: Key Stage 1

The pupils in Y1/2 experience the following RSE content:

- I know about the changes that have happened to my body since birth.
- I can question whether boys and girls should behave differently.
- I know the names for the main body parts (including external genitalia) and the similarities/differences between boys and girls.
- I understand the importance of valuing of one's own body and recognising its uniqueness.
- I know that individuals have rights over their own bodies, and that there are differences between good and bad touching.
- I know who I can go to if I am worried about something.
- I know about the process of growing from young to old and how people's needs change.

3.4 Implementation: Curriculum Planning: Lower Key Stage 2

The pupils in Y3/4 experience the following RSE content:

- I can identify different types of relationships and show ways to maintain positive and healthy relationships.
- I understand that relationships may change over time.
- I can judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them.
- I understand the difference between secrets and surprises and understand what adult secrets not to keep and when to support a friend to tell a trusted adult.
- I know how other families are similar or different to mine.
- I understand that it is OK to be different to others.
- I understand about growing and changing and new opportunities and responsibilities that increasing independence may bring.
- I can understand and use the terms gay and lesbian appropriately, and recognise that these are different forms of relationships, and must be respected.
- I have some understanding of the idea of self-image, and know that there is a difference between trying to stay healthy and worrying about how I look to others.
- I can identify some factors (positive and negative) that affect physical, mental and emotional health e.g. relationships with family and friends, stress levels, physical activity, diet, self-image and the media.
- I know the importance of taking care of my own body, whilst respecting cultural differences.
- I know that it's important to stay healthy, but can distinguish between this and worrying about my weight or how I look to others.

3.5 Implementation: Curriculum Planning: Upper Key Stage 2

The pupils in Y5/6 experience the following RSE content:

- I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way.
- I am aware of different types of relationships (including lesbian and gay relationships) and what makes them a positive, healthy relationships and I have the skills to form and maintain a healthy relationship.
- I know where individuals, families and groups can get help and support.
- I understand the importance of being respectful to everyone and to recognise and care about others people's feelings but if appropriate I feel able to confidentially challenge their view point.
- I can name and explain male and female body parts, relating to Relationship and Sex Education.
- I know the ways in which boys and girls grow and develop in puberty - physically and emotionally.
- I am aware of the concept of being transgender in terms of a person feeling uncomfortable being a male / female, and I understand the importance of treating all people with respect.
- I recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable.
- I understand that civil partnerships and marriages (including gay marriage) are examples of stable, loving relationships freely entered into by both people.
- I know that relationships change over time and that new relationships and friendships develop and the features of a positive healthy relationship.
- I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret.
- I understand the physical and emotional changes I will go through at puberty.
- I know about human reproduction including conception, in terms outlined in the 'busy bodies' resource (<https://www.healthpromotion.ie/hp-files/docs/HPM00478.pdf>).

3.5 Implementation: Teaching and Learning

- Teachers plan and deliver high quality RSE lessons using the Christopher Winter Scheme of work which follow the agreed long term plan. Teachers ensure that lessons are well organised with appropriate resources and materials. Teachers ensure that the objectives of lessons and the criteria for success are clear to all pupils.
- The teaching of RSE reflects different teaching and learning styles to ensure full inclusion such as whole-class lessons, group, paired and individual work with an emphasis on interactive work and processes that engage the children in critical thinking, discussing, researching, reflecting and application of learning.
- In EYFS, work is recorded in the learning diaries. Pupils' work and photographs are annotated by the teaching staff.
- RSE work in KS1 and KS2 is recorded in the class PSHE books. Pupils know that they are completing a RSE activity as part of a PSHE activity and know that they are developing their skills in this area of the curriculum.

3.6 Implementation: Special Educational Needs and Equal Opportunities

Provision for RSE and PSHE is in accordance with the school's equal opportunities policy. All children have the opportunity to take part. Provision for children with special educational needs, including more-able children will be appropriately differentiated.

3.7 Implementation: Confidentiality

- Total confidentiality cannot always be provided. Sensitive information, however, should only be shared with the consent and knowledge of the provider and only on a need-to-know basis. However, we may use the information without the consent of the provider if we are concerned that a child may be at risk.

3.8 Implementation: Withdrawal

- Parents/carers have the right to withdraw their child from all or part of the Sex Education programme that we teach. If a parent wishes their child to be withdrawn they should discuss this with the Headteacher and

make it clear which aspects of the programme they do not wish their child to participate in.

3.9 Implementation: Making Connections

- Daily Acts of Collective Worship, where appropriate, further develop pupils' knowledge and understanding of the world they live in.
- National and world events such as Anti-Bullying Week and Internet Safety Week extend the children's knowledge and understanding of this area of the curriculum.
- Through the PSHE curriculum, pupils are taught about contrasting opinions and values which enable them to learn about inequality and injustices in the world. The children learn about British values: democracy, mutual respect, the rule of law and individual liberty.

4.1 Impact: Marking and Feedback

- Teachers mark children's work following the Marking and Feedback policy. The next steps for learning, where appropriate, are identified for the individual child and/or the whole class.

4.2 Impact: Assessment

- RSE will be assessed in terms of the child's developing knowledge and understanding, their acquisition and demonstration of skills and changes in attitudes. Assessments will inform teachers of the next steps and contribute to a child's annual pupil report in Science. Work will be evaluated by the children in terms of what they have learnt and what they would like to know next. Time for reflection should be built into all RSE and PSHE sessions.

4.3 Impact: Monitoring

- Assessment information will be analysed by the subject leader. The data will be used to celebrate success and identify interventions and school improvement planning.
- It is the responsibility of the subject leader: to implement this policy; to plan and lead whole school improvement for this curriculum area; to monitor standards through classroom observations, work scrutinies, learning walks, pupil conferencing and data analysis; and to offer advice and support to staff.

The teacher responsible for leading RSE	Mrs Walker
The Governor with responsibility for RSE	Mrs Brotherton
Agreed Date	July 2020
Review Date	May 2022