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# Hallbrook Primary School

## Relationships and Sex Education Policy

Approved/reviewed by	
Hallbrook Local Governing Committee 19 November 2024 V1	
Date of next review	October 2025
Publication:	Website- Statutory

This policy is reviewed **annually** to ensure compliance with current regulations.

<b>Version</b>	<b>Date</b>	<b>Updated by</b>	<b>Summary of changes</b>
V1	November 2024	Headteacher (TB)	New Policy

## 1. Aims

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.

RSE supports us in our statutory duties of Keeping Children Safe in Education.

This Relationships Education Policy must be read in conjunction with our Teaching and Learning Policy, PSHE Policy, Safeguarding and Child Protection Policy, Mental Health and Wellbeing Policy and Behaviour Policy.

At Hallbrook Primary School, we believe Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips pupils with information and skills they need to understand about themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and offline. Relationships Education enables pupils to explore their own attitudes and those of others respectfully.

We follow the Cambridge Scheme which sets out the statutory requirements for Relationship Education and Health Education in Primary Schools.

## 2. Statutory Requirements

We must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. As a primary academy, we don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Hallbrook Primary School, we teach RSE as set out in this policy. This policy has been developed in consultation with staff, pupils and parents/carers. Parents and carers will be kept informed about what is delivered and when, so that they can support this learning at home. Parents and carers will be invited to a meeting where they will be able to view resources, including any used for Sex Education taught outside of Science.

### **3. Curriculum**

Our RSE 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/carers, pupils and staff, and considering the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings (Year 5)
- How a baby is conceived and born (Year 5)

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. All content will be delivered in an age-appropriate manner. We have planned a curriculum appropriate to each age group with a spiral of progression. All adults working with children have a part to play in supporting the delivery of Relationships Education.

Our curriculum at Hallbrook Primary School is designed within a connected curriculum where possible. RSE will be taught discretely where it is felt appropriate. The specific content for RSE will be tracked to ensure that it is taught within our year group long term plans. Connections will also be made where appropriate with other subjects.

At Hallbrook Primary School, RSE 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
- Ourselves, growing and changing

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families,

LGBTQ+ parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We follow a whole school approach called 'Zones of Regulation' which supports our RSE teaching and provides a common language to discuss emotions.

Children and adults are able to;

- Recognise and name emotions in ourselves and others
- Follow strategies to support self- regulation

#### **4. Equality and Inclusivity**

We will teach RSE in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Give careful consideration to the level of differentiation needed, particularly for those children with Special Educational Needs and Disabilities.
- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats

#### **5. Resources**

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

We support children in developing their knowledge about and attitudes towards diversity through our No Outsiders and Protected Characteristics Curriculum.

## **6. Training**

RSE should be delivered by staff who have received up to date training and who feel confident with the subject. Training includes information on how to use ground rules, facilitate group discussions, answer difficult questions and the delivery of sensitive content.

Visitors will be invited in from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE as needed.

All school staff have completed safeguarding training and should be mindful of the school's safeguarding policy and procedures when delivering RSE sessions. Staff understand that they cannot offer unconditional confidentiality to pupils and pupils will be made aware of this. Staff will work within the school's agreed procedures for recording and reporting disclosures and the nature of access to this information.

## **7. Questions**

As with all subjects, pupils will have questions relating to what they have been learning and teachers will use their judgement to answer questions in an age-appropriate way. If a teacher is unsure about whether a particular question is appropriate to be answered in a whole-class setting they may ask for support from the subject lead, senior leadership team or DSL/Deputy DSL.

## **8. Roles and Responsibilities**

### **The Governing Body**

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

### **The Headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

### **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/carers 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 or PSHE/RSE Leader.

## **Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **9. Parents right to withdraw**

Parents/carers do not have the right to withdraw their child from relationships education.

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

Parents/carers are welcome to discuss any questions or concerns with staff.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

Parents, carers and staff should be aware that pupils who are withdrawn from RSE will have questions about why this has happened. It should also be understood that pupils may ask their peers questions about lesson content. If children are withdrawn from the lessons, it may be that they interpret this as a message that sex education shouldn't be talked about and this could lead to misunderstanding or not asking for help when needed later in life.

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

## **10. Monitoring of RSE**

The delivery of RSE is monitored by

- Tim Barrow, Headteacher
- Lauren Mellows – RSE/PSHE Lead

This will be done through:

Learning walks, planning scrutiny, PSHE books, deep dives into PSHE, including pupil interviews.

## **11. Policy Review**

It is recommended that this policy will be reviewed annually. For every review, the policy will be approved by the governing body.

## 12. Links to other policies

- **SMSC Policy:** Supports moral and social education aspects.
- **Online Safety Policy:** Addresses online safety in relationships education.
- **Equality Statement:** Ensures inclusive education for all students.



## Appendix 1:

### By the end of Primary School children should know:

Families and people who care for me	<ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability</li><li>• 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</li><li>• 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</li><li>• 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</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>
Caring friendships	<ul style="list-style-type: none"><li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>• 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</li><li>• 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</li></ul>
Respectful relationships	<ul style="list-style-type: none"><li>• 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</li><li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li><li>• The conventions of courtesy and manners</li><li>• The importance of self-respect and how this links to their own happiness</li><li>• 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</li><li>• 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</li><li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li><li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li></ul>

**Appendix 1 continued:**

**By the end of Primary School children should know:**

Online relationships	<ul style="list-style-type: none"><li>• That people sometimes behave differently online, including by pretending to be someone they are not</li><li>• 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</li><li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li><li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li><li>• How information and data is shared and used online</li></ul>
Being safe	<ul style="list-style-type: none"><li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li><li>• 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</li><li>• That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li><li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li><li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li><li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li><li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li><li>• Where to get advice e.g. family, school and/or other sources</li></ul>

We have mapped these objectives from EY to Y6 and will be using a range of resources and materials to deliver them.

Hallbrook Primary School RSE

RSE Progression Grid

EYFS	KS1	LKS2	UKS2
<p>Making relationships (ELG) ELG: Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Introducing the body and looking after it. The concept of male and female and differences – using humans and animals. The importance of basic hygiene.</p>	<p><b>To understand and respect the differences and similarities between people</b></p> <p>Children are able to define difference and similarity They understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that</p> <p><b>Learn about the biological differences between male and female animals and their role in the life cycle</b></p> <p>Know that female mammals give birth and nurse their young Can describe the biological differences between male and female</p> <p><b>Learn about growing from young to old and that they are growing and changing</b></p> <p>Can identify key stages in the human life cycle Understand</p>	<p><b>Learn about the way we grow and change throughout the human lifecycle</b></p> <p>Can identify changes throughout the human life cycle Understand change is on-going Understand change is individual</p> <p><b>The biological differences between male and female children</b></p> <p>Can label the male and female sex parts with confidence</p> <p><b>About different types of family and how their home-life is special</b></p> <p>Can describe different types of family Identify what is special and different about their home life</p> <p>Understand families care for each other in a variety of ways</p> <p><b>That everybody needs to be cared for and ways in which they care for others</b></p> <p>Understand that we all have different needs and require different types of care Identify ways we show care towards each other</p>	<p><b>Learn about the changes that occur during puberty</b></p> <p>Can identify the physical, emotional and behavioural changes that occur during puberty for both males and females</p> <p>Understand that puberty is individual and can occur any time between 8-17 Understand that body changes at puberty are a preparation for sexual maturity</p> <p><b>Understand how changes during puberty can affect relationships with other people and develop strategies to deal with feelings in the context of relationships</b></p> <p>Are able to identify feelings and understand how they affect behaviour</p> <p>Can practise strategies for managing relationships and changes during puberty</p> <p><b>To consider different attitudes and values around gender stereotyping and consider their origin and impact</b></p> <p>Understand how our attitudes and values about gender may be affected by factors such as religion and culture</p> <p>Can recognise and challenge gender stereotypes</p> <p>Understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour</p>

	<p>some ways they have changed since they were babies</p> <p>Understand that all living things including humans start life as babies</p> <p><b>About different types of family and how their home-life is special</b></p> <p>Can describe different types of family</p> <p>Identify what is special and different about their home life</p> <p>Understand families care for each other in a variety of ways</p> <p><i>Year 2 only</i></p> <p><i>The biological differences between male and female children Identify and use the correct terms to identify and name the male and female sex parts</i></p>	<p>Understand the links between needs, caring and changes throughout the life cycle</p> <p><i>Year 4 only Learn about the impact of puberty in physical hygiene and strategies for managing this</i></p> <p>Are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults</p> <p>Identify physical changes associated with puberty</p> <p>Understand that everyone’s experience of puberty is different and that it begins and ends at different times</p> <p><b>How puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</b></p> <p>Are able to describe how feelings and behaviour change during puberty</p> <p>Can devise strategies for managing these changes</p>	<p><b>What values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</b></p> <p>Can identify positive qualities and expectations from a variety of relationships</p> <p>Can explain the similarities and differences between friendships and intimate relationships</p> <p>Can describe that there are different types of intimate relationships, including marriage</p> <p>Understand that sex or making love may be one part of an intimate relationship between adults</p> <p><b>Learn about human reproduction in the context of the human lifecycle</b></p> <p>Know that sexual intercourse may be one part of a sexual relationship</p> <p>Can describe how babies are made and explain how sexual intercourse is related to conception</p> <p>Can name the male and female sex cells and reproductive organs</p> <p><b>How a baby is made and grows (conception and pregnancy)</b></p> <p>Know the male and female body parts associated with conception and pregnancy</p> <p>Can define conception and understand the importance of implantation in the womb</p> <p>Know what pregnancy is, where it occurs and how long it takes</p>
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			<p>Year 6 only</p> <p>To answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it</p> <p>Can answer their own questions about sex and relationships</p> <p>Can use appropriate language to discuss sex and relationships and growing up with confidence</p> <p>Can identify sources of information, support and advice for children and young people</p> <p>*Questions on contraception, same sex relationships, gender identity are answered in an age-appropriate way if the subject arises, however they are not actively taught.</p>
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We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life.

**Periods**

We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discreetly. Girls who have started their periods can approach any member of staff for support or sanitary protection.

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.

## **Appendix 2**

### **Statutory content from the Science Curriculum**

#### Key Stage 1 (age 5-7 years) - Statutory Science Curriculum

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

#### Key Stage 2 (age 7-11 years) - Statutory Science Curriculum

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

### **Statutory Relationships and Health Education**

Full details of what must be covered by the end of primary school can be found in the department for Education guidance <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

