



Relationships and Sex Education (RSE) Policy 2022



Introduction

This policy sets out our school's approach to statutory Relationships Education and non-statutory Sex Education.

We have based our school's relationships and sex education policy on the statutory guidance document "[Relationships and Sex Education \(RSE\) and Health Education](#)" (DfE, 2019) and the PSHE Association's supplementary guidance "[Writing your school's relationships and sex education \(RSE\) policy](#)" (PSHE Association, September 2018), Stockport's Model Policy Guidance, Equality Act 2010, Children and Social work Act 2017, DfE 'Keeping Children Safe in Education' and the DfE 'National Curriculum Science Programmes of Study'.

This policy links to the following school policies:

Safeguarding, Anti-Bullying, Behaviour, SEND, Equality and Diversity, E-Safety, PSHE, RE, Science and Teaching and Learning.

From September 2020, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum (including the main external body parts, the human life cycle, understanding the changes experienced during puberty, menstrual wellbeing and reproduction in some plants and animals).

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

"It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement..."

"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It 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."

Defining Relationship Education and Sex Education

Within this policy, as in the DfE guidance, *Relationships Education* is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we have identified specifically any non-statutory Sex Education that falls



outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

Rationale and Ethos

RSE is lifelong learning about personal, physical, moral and emotional development set within the context of clear values about the understanding of the importance of healthy, respectful and loving relationships.

At Hazel Grove Primary School, RSE is underpinned by the ethos and values of our school as reflected in our whole school mission statement, “Learn Together Learn Forever” and school values “Kindness, Honesty, Respect and Responsibility”. Our vision is to create a caring, safe, kind, aspirational and stimulating environment in which all members of the school community learn and grow in confidence, knowledge and skills. Today’s children are growing up in an increasingly complex world, living their lives seamlessly both on, and offline. This presents many positive and exciting opportunities, but also challenges and risks. We believe the curriculum is relevant and appropriate for the challenges and contexts of 21st century life.

Roles and Responsibilities

Relationships and Sex Education (RSE) forms part of the Personal, Social, Health and Economic (PSHE) education curriculum in our school. The RSE programme is led by the PSHE Co-ordinator with the support of the Senior Leadership Team and governors and delivered by teachers across the school. Teaching staff receive support in the delivery of the RSE curriculum through dedicated staff meetings led by the PSHE Co-ordinator.

As a school we are aware that the primary responsibility for providing children’s RSE lies with parents and carers. We recognise the need to work with parents and carers to ensure a shared understanding of RSE and to deliver an effective programme that safeguards our pupils. The learning we deliver in school is designed to complement learning at home – not replace.

All children at Hazel Grove Primary School receive a broad and balanced RSE curriculum, regardless of their gender, ability or cultural origin. Teaching is differentiated to take into account children’s differing abilities and learning styles. All elements of our RSE programme will be delivered in an age-appropriate and sensitive manner as part of our regular weekly timetabled PSHE education programme. Teachers will plan and deliver work in a variety of ways, in order to meet the needs of individual pupils with SEND or learning differences. We will focus on activities that increase a pupil’s assertiveness, communication and relationship skills, their self-esteem and understanding.

RSE is delivered predominantly by class teachers in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups. This will be decided by the class teacher after discussion with the subject lead. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school, for example the school nurse. All visitors will be familiar with and understand the school’s RSE policy and be expected to work within it.

An overview of our Health and Relationships Education programme of study is included within Appendix A of this policy for reference.



Our RSE Curriculum

At Hazel Grove Primary School we believe in providing a broad and balanced curriculum for our pupils that also involves a comprehensive RSE (relationships and sex education) and Health scheme of work. We have RSE lessons from EYFS up to year 6 and follow the Christopher Winter Project (CWP) resource 'Teaching SRE with Confidence in Primary Schools'. This programme reflects the recent developments in RSE and the Science National Curriculum and has been quality assured by the PSHE Association.

PSHE Association Training and Development Lead Jenny Barksfield says:

"We awarded the Christopher Winter Project's 'Teaching SRE with confidence in Primary Schools' our quality mark as it achieves exactly what it says on the tin: it provides everything a Primary practitioner would need to be confident that the SRE they're providing is comprehensive, balanced, developmental and in line with best practice in PSHE teaching and learning. The lessons incorporate a wide variety of learning activities and a range of assessment opportunities. The teacher's guide is thorough and supportive."

Within the resource there is an increased focus on safeguarding/keeping children safe. The resource also encourages children to develop the skills of listening, empathy, talking about feelings and relationships with families and friends.

The resources in this scheme are age and developmentally appropriate, for example, in EYFS the focus is on daily routines. Keeping clean and families. From year 1, children will learn the names of the body parts, the differences between males and females and the ways in which they will develop and grow. Importantly, they will recognise unsafe and risky situations and know who to ask for help.

The curriculum continues to develop our pupil's knowledge and skills as they learn about the physical and emotional changes of puberty and about reproduction.

We have selected these resources as we feel they fulfil the needs of our pupils as well as meeting our obligations to provide statutory Relationships and Health Education. We will continue to adapt and review our RSE curriculum and resources to meet the needs of our children.

Statutory Relationships Education

A summary of the key objectives of the primary statutory Relationships Education curriculum is set out below.

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

Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, and foster parents/carers amongst other structures.) Care will always be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

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

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- 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.

Non Statutory Sex Education

At Hazel Grove Primary School we believe children should understand the facts about human reproduction in the context of healthy, respectful and loving relationships before they leave primary school so that we are safeguarding our pupils. We therefore provide some non-statutory sex education beyond what is required of the science curriculum, covering how human reproduction and conception occurs.

The Role of Parents and Carers

We recognise that parents and carers are the primary providers of RSE for their children. Our RSE curriculum is designed to support and complement this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation. In promoting this we will:

- Inform parents about the school's RSE policy and practice;
- Provide opportunities to view lesson plans and resources used in the RSE programme;
 - Answer any questions that parents may have about RSE for their child;
 - Take seriously any issues or concerns that parents raise.
- Maintain a 'lending library' containing age-appropriate books for families and children to support talk in this curriculum area

The Parental Right of Withdrawal



We believe that all of the content within our school's PSHE curriculum, including RSE, is of the utmost importance and relevance to all pupils. However, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education other than that which is part of the National Curriculum for Science.

Parents and carers who wish to exercise their right to withdraw their child from non-statutory sex education must talk with the class teacher or the head teacher who will explore any concerns and discuss resources being used.

If parents still wish to withdraw their child from non-statutory sex education lessons, this request will be recorded, and suitable alternative arrangements made for pupils during relevant lessons. The issue of withdrawal will be handled as sensitively as possible. Parents and carers should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science.

There is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

Teaching and Learning Strategies

We aim to provide an environment and atmosphere for RSE where pupils feel safe, relaxed and supported; and where they have confidence and trust in the knowledge, ability and skills of staff in school. This ensures that both pupils and staff feel fully confident in engaging in discussions around potentially sensitive topics and themes. To provide clarity and create a safe learning environment, at the beginning of each session, a set of ground rules will be agreed by the class alongside their teacher. As a minimum, ground rules /are likely to include the following basic guidelines:

- Listen politely to each other.
- Everyone gets a turn - if they want one.
- Respect everybody's contribution.
- No personal information or questions - no names.
- Using 'distancing' techniques such as role play, case studies, videos etc. to depersonalise sensitive issues.
- Emphasising to children that any voluntary sharing of information should be anonymous (for example, "someone I know..." rather than "I" or naming names).

In each year group, lessons will recap on the content of previous years as a reminder and to allow for children to "catch up" if they were not present for the previous year's lessons.

Managing Difficult Questions

During both formal and informal PSHE/RSE sessions, pupils are encouraged to ask questions. Any questions from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer. We recognise that children in younger



year groups may ask questions that cannot be answered without reference to content from older year groups. Should this occur, we will respond by telling them that they will learn about that when they are older.

Teaching staff will endeavour to answer all questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or that is not age-appropriate (or within the school's RSE policy), provision may be made to address the individual child's requirements. The school believes that individual teachers must use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective.

If a teacher does not know the answer to a question or if a question is felt to be inappropriate, this should be acknowledged and if considered necessary, this may be followed up outside of the classroom environment with individual pupils.

We will inform parents about difficult questions children have asked who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

Recording and Assessment

Children will have the opportunity to reflect on their learning within lessons and at the end of each unit. In addition to the children's self-assessment, teachers will assess through informal methods, such as observations and class or group discussions. Observations may have a particular focus; e.g. children's listening skills, empathy etc. Quizzes maybe used before and after a unit of work to aid assessment. Elements of RSE that occur in the science curriculum will be assessed through recorded work, pupil conversations and subject leader moderation activities.

Resources

Hazel Grove Primary School has a small 'lending library' with books suitable for different age groups support children and families when talking about puberty, relationships and growing up.

Safeguarding and Confidentiality

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSE to be a fundamental part of our school's approach to safeguarding.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will take these matters seriously and speak to the child away from the class as a matter of priority. Teachers will draw their concerns to the attention of the head teacher and/or the designated safeguarding lead within our school. The head teacher will then deal with the matter in consultation with health care professionals and families. (See also Safeguarding Policy).



We occasionally engage the expertise of other appropriate external partners to work with us to provide advice and support to children with regard to RSE and Health Education. Such visits should be arranged through the PSHE Lead and with the approval of senior leaders. These sessions are in addition to, and intended to complement, our existing RSE provision. Where external partners are involved, teachers will have discussed and shared the planning and content of the sessions with visitors in advance. A class teacher will always be present and responsible for classroom management. Visitors supporting the delivery of RSE will follow the agreed ground rules and the protocols set out above regarding any safeguarding or child protection concerns.

Equalities and Diversity

At Hazel Grove Primary School we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity. We will:

- ensure freedom from all forms of bullying including homophobic, biphobia and transphobic bullying as is our duty within the Equalities Act (2010) through a zero-tolerance approach within all our policies and practice
- explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law.
- use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness.

We do not use RSE as a means of promoting any form of sexual orientation.

Monitoring and Review

Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review the RSE curriculum to evaluate its effectiveness and will inform parents of any revisions to the school policy or curriculum as required.

Teachers will continually reflect on the effectiveness of our PSHE provision, and the PSHE Coordinator will gather staff views through regular Staff Voice feedback. Pupil Voice exercises will also be used to inform reviews and updates to planning, resources and activities.

The teaching, Learning and standards committee of the governing monitors our RSE policy on a regular basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives consideration to any feedback from parents about the RSE programme and makes a record of all such comments. Governors require the head teacher to keep a written record, giving details of the content and delivery of the RSE programme that we teach in our school.

Copies of this policy are on the school website and available from the school office on request from parents and carers.

Appendix A – Relationships and Sex Education (RSE) Curriculum Overview

Reception Family and Friendship	Caring Friendships Being Kind Families
Year 1 Growing and Caring for Ourselves	Different Friends Growing and Changing Families and Care
Year 2 Differences	Differences Male and Female Animals Naming Body Parts
Year 3 Valuing Difference and Keeping Safe	Body Differences Personal Space Help and Support
Year 4 Growing Up	Changes What is Puberty? Healthy Relationships
Year 5 Puberty	Talking about Puberty The Reproductive System Help and Support
Year 6 Puberty, Relationships and Reproduction	Puberty and Reproduction Communication in Relationships Families, Conception and Pregnancy Online Relationships Respect and Equality