



# Relationship and Sex education policy

## Hope Community School Sidcup

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<b>Approved by:</b>	New Generation Trust Board
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## Introduction

Hope Community School believes that Sex and Relationship Education (SRE) needs to be a highly personalised area of the curriculum. There will be a baseline of provision for all children which is outlined below. However, childrens own varied and sometimes highly complex experiences of relationships, the varied way in which their bodies change and grow, and their own questions about boys, girls and sex can mean that a completely bespoke programme needs to be designed. This will always be done in full collaboration with parents and carers.

We encourage parents and carers to communicate their child's questions and thoughts in relation to RSE with us so that we can best support their developing understanding in school. This may mean that we offer materials for you to share at home, but are mindful in school that your child developing a particular understanding at that time.

## 1. Aims

The aims of sex and relationship education (SRE) 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

## 2. Statutory requirements

SRE is not compulsory in primary schools. Academies do not have to follow the National Curriculum and are therefore not required to teach the elements of sex education in the science curriculum.

If primary academies do teach SRE, they are required by their funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Hope Community School we teach SRE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

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

SRE involves a combination of sharing information, and exploring issues and values.

**SRE is not about the promotion of sexual activity.**

## 5. Delivery of SRE

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

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

### 5.1 Skills to be taught.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

It is important to teach RSE as:

- It provides an opportunity to talk about feelings and relationships
- It promotes the skills necessary for effective communication and loving, caring, respectful and happy relationships.
- It prepares children for the physical and emotional changes that will take place at puberty
- It helps develop positive attitudes, values and self-esteem and challenges negative attitudes and prejudices.
- It helps make sense of misinformation in the media and from peers
- It promotes the skills necessary for effective communication and loving, caring, respectful and happy relationships.
- It protects children from sexual exploitation and inappropriate on line content
- It is a statutory part of the science curriculum covering the biological aspects of RSE

### 5.2 Values promoted through RSE:

Our RSE programme promotes the aims and values of our school which include:

- The sanctity of marriage; valuing family life and stable, loving and committed relationships
- Acceptance of same sex unions as also offering stable, loving and committed relationships for bringing up children
- Respect for self and others
- Commitment, trust and love within relationships
- Respect for rights and responsibilities in relationships
- Understanding diversity regarding religion, gender, culture and sexual orientation
- Working to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion, and gender
- Acceptance of difference and diversity
- Promoting gender equality, challenge gender stereotypes and inequality and promote equality in relationships

Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

### **5.3 Aims of RSE education is to enable the children to:**

- Develop the confidence to talk, listen and think about feelings and relationships
- Make and maintain friendships
- Understand the importance of respect, responsibility, love and care in relationships
- Understand and respect different types of families, including families with same sex parents
- Develop positive attitudes about growing up
- Explore their own and other people's attitudes and values
- Challenge and prevent discrimination based on sexual orientation and gender
- Prevent sexist, sexual, homophobic and transphobic language and bullying
- Challenge gender stereotypes and inequality and promote equality and respect in relationships
- Know the correct biological names for the parts of the body, including the male and female reproductive parts
- Know and understand about emotional, social and physical changes at puberty
- Know and understand about reproduction
- Know about human sexuality
- Discuss their concerns and correct misunderstanding they may have gained from the media and peers
- Keep safe online and offline
- Recognise when something is risky or unsafe
- Know where are how to seek information and advice when they need help

### **4.4 Programme Content**

Some children are given 'pet' names or 'baby' names to describe their body parts. These codes can create a sense of secrecy about these areas of their bodies. Also, when they get older and the correct terminology is introduced they find it embarrassing, and it can make them uncomfortable talking about a 'new subject' with language that is also very strange to them.

At Hope Community School we wish to empower children to talk openly and comfortably about their bodies. Therefore, we will use the correct terminology for the body parts unique to boys and girls i.e. penis, vagina and breasts from the age of Reception. If children use their own terminology we will respond to them, but we will try and model the correct language to them e.g. Reception child: 'That lady has boobies.' Teacher: 'Yes, she does. She has breasts.' Reception child: 'The ball hit me in my winky' Teacher: 'And does your penis hurt now?'

In Year 1 Science, children are taught to name all parts of the body that they are less familiar with to this point; including wrist, ankle, shoulder etc. As part of this teaching, they will be taught that most body parts are the same for boys and girls, but some are different; boys have a penis and girls have a vagina.

From then on teachers will ask children to use the correct names if they are talking about those body parts in a Science Lesson. We aim that by the time they need to talk about puberty, these words are familiar to the children.

### **4.5 The RSE curriculum**

The relationship aspect of RSE is significantly developed through children's Religious Education Curriculum where the theme of family is explored deeply in each year group. (see Appendix 1) In its wider sense, RSE will be taught through a planned programme in PSHE and Citizenship as well as in science. This will ensure that it covers the statutory biological aspects, but also the social and emotional aspects. It is taught throughout the years, either as discrete topics/units or integrated into other topics such as Ourselves, Growing and Living Things, at a level appropriate to the needs and maturity of the pupils. There is time for discrete teaching topics in particular years e.g. body changes in relation to puberty in Year 5 and reproduction in Year 6. We ensure that the same messages

about being safe on line are taught through RSE as in Computing.

#### **4.6 Teaching of RSE**

On the whole pupils are taught in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful in Years 5 and 6 to include time when single sex groups can discuss issues with a teacher of the same gender. This is mostly applicable when they learn about body changes through puberty and about reproduction.

Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher.

- Staff are to answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Headteacher and some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class. In Key Stage 2 classes we provide a question box so that pupils can anonymously ask questions and these are then answered by the class teacher.
- Resources, such as aspects of the Channel 4 DVD 'Living and Growing' and leaflets are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.
- A variety of teaching methods are used that enable pupils to participate and reflect on their learning, role play, quizzes, pair and small group work, mixing groups so that pupils work with a range of peers. We also use case studies, stories and role plays to help de-personalise discussions and help pupils gain confidence to talk and listen to each other.
- The RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.
- Where needed, RSE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups with a TA.
- Staff do not discuss details of their personal relationships with pupils.
- Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of RSE throughout the school and reflect our equality policy. When teaching about relationships and families we also include same sex relationships.
- Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.
- Teaching about different families is part of RSE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married, parents who have non-monogamous relationships; lesbian, gay or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. We will emphasise the importance of strong and supportive relationships, including marriage (both heterosexual and gay) and civil partnerships, for family life and bringing up children.

#### **5.7 Confidentiality, Safeguarding and Child Protection**

RSE is not about personal disclosures and personal issues, however, it is possible that a

pupil may disclose personal information. Staff understand that they cannot promise a pupil absolute confidentiality, and pupils know this too.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Child Protection Officer and follow the school's Safeguarding and Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

## **6. Roles and responsibilities**

### **6.1 The governing board**

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

### **6.2 The Principal**

The Principal is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of SRE (see section 7).

### **6.3 Staff**

RSE will be taught by the class teacher but sometimes health professionals or other visitors will help deliver RSE, such as the school nurse or a visit from a pregnant mum or a mum with their baby. If visitors are involved in RSE we will

- plan and evaluate their contribution as part of the school's RSE teaching programme.
- provide the visitor with an up-to-date copy of the school's RSE Policy and ensure they adhere to it
- ensure that the class teacher is present throughout the lesson, taking responsibility for class management
- follow up in later lessons

Staff are responsible for:

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

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

### **6.4 Pupils**

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

## **7. Parents' right to withdraw**

Parents' have the right to withdraw their children from the non-statutory/non-science components of SRE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

## **8. Training**

Staff are trained on the delivery of SRE as part of their induction and it is included in our continuing professional development calendar.

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 SRE.

## 9. Monitoring arrangements

The delivery of SRE is monitored by RE / PSHE lead through monitoring arrangements, such as planning scrutinies and learning walks.

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

This policy will be reviewed by the Principals of the Schools, biennially. At every review, the policy will be approved by Trust.

### APPENDIX 1 – RSE AND SCIENCE IN THE NATIONAL CURRICULUM

#### Key Stage 1

**Year 1** Animals, including humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

**Year 2** Animals, including humans, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

#### Key Stage 2

**Year 3** Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

**Year 4** Describe the simple functions of the basic parts of the digestive system in humans.

Identify the different types of teeth in humans and their simple functions.

#### Year 5

Describe the changes as humans develop to old age.

Describe the life process of reproduction in some plants and animals.

#### Year 6

Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.

Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Describe the ways in which nutrients and water are transported within animals, including humans.

#### **Non-statutory guidance**

*Pupils should find out about different types of reproduction, including sexual reproduction in animals.*

*They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.*

Animals, including humans

Describe the changes as humans develop to old age.

Body Changes at Puberty

#### **Non-statutory guidance**

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

### APPENDIX 2 – RSE Personal and social and Healthy mind.

#### Year 1 PSHE

Identify the importance of having friends.

Understand the importance of family.

Identify that exercise is good for our minds.

Recognise basic emotions in themselves and why these may happen.

Begin to set realistic goals to achieve.  
Understand the term 'determination'.  
Identify whether a target has been met.

### **Year 2 PSHE**

State the characteristics of a good friend.  
Understand the difference between fair and unfair.  
Understand that some relationships can be challenging at times.  
Explain his/her own relationships with family members.  
Begin to recognise emotions in others.  
Offer suggestions as to how to alter a negative emotion.  
Explain the reasons why a target has or has not been met.

### **Year 3 PSHE**

Share his/her own considered point of view and listen to, and consider, other peoples' opinions.  
Offer solutions when there are disagreements between friends.  
Recognise the challenges that parents can have when bringing up children.  
Set more challenging goals and evaluate his/her achievements.  
Begin to compare emotional feelings with physical feelings.  
Create a 'steps to success' approach to achieving success.  
Understand that determination and perseverance are needed to overcome a challenge.

### **Year 4 PSHE**

Identify ways to make himself/herself happy and share happiness.  
Discuss differences between the health of people from different countries / regions.  
Identify stress and stressful situations.  
Understand the importance of mental health.  
Identify basic 'coping strategies' for dealing with difficult emotions.  
Identify the value of sleep for our health.

### **Year 5 PSHE**

Begin to reflect on mistakes and see them as an opportunity to learn from.  
Identify something he/she is confident in.  
Explain how confidence can affect performance.  
Make links between a balanced lifestyle and being happy.  
Identify stress and stressful situations and think of ways of dealing with them.  
Identify the value of sleep for our health and explain the possible side effects of lack of sleep.  
Identify situations where people may need support with their mental health.  
Recommend suitable lifestyles for different age ranges.

### **Year 6 PSHE**

Understand that 'being healthy' incorporates body, mind and lifestyle.  
Identify the impact of a good social life on happiness.  
Recognise his/her role in keeping his/her immediate environment safe and healthy and offer suggestions.  
Set achievable personal goals and successfully reflect on these, perhaps setting 'next steps'.  
Explain the various aspects of mental health.  
Understand different levels of confidence and its effect on life.  
Understand emotional intelligence.