



Relationship and Sex Education Policy

September 2020

Updated January 23

Introduction

Pupils receiving primary education must be taught Relationships Education, under the Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019.

At Hill View, Relationships and Sex Education is an integral part of our curriculum. We teach our pupils about relationships, exploring different types to help children to build the skills to develop positive and healthy relationships. Children are also taught about unhealthy relationships, upskilling them with strategies to support themselves and seek help if they encounter these. It is imperative that we meet our pupil's need to receive accurate and reliable information. To promote independence for the future, we develop the skill of scepticism when encountering new information from sources (the media for example), giving children the tools to think for themselves and question the world around them. Creating an environment where questioning and discussion is encouraged is integral to our practice.

The objective of the Relationship and Sex Education curriculum is to enable pupils to learn about:

- (i) families and people who care for them, including the nature of marriage and civil partnership and their importance for family life and the bringing up of children,
- (ii) forming and maintaining caring relationships,
- (iii) the characteristics of healthy and respectful relationships, including online,
- (iv) how relationships may affect physical and mental health and wellbeing, and how to ensure they are safe, and
- (v) (strictly at an age appropriate level) intimate and sexual relationships including sexual health.

Relationship and Sex Education uses teaching and materials which are appropriate to the age and the religious background of the pupils receiving it. Staff deliver a curriculum that is appropriately tailored to the age, physical and emotional maturity of the pupils and this is outlined clearly later in this policy.

Parental and staff involvement regarding the policy

This policy has been developed by the Senior Leadership Team in consultation with the Middle Leadership Team. On completion, the policy will be ratified by the Governing Body and shared with parents for comment. Hill View will consult with parents in years 5 and 6 about the detailed content of what will be taught in sex education, including offering parents support in talking to their children

about sex education and how to link this with what is being taught in school. Parents will be given the opportunity to view teaching materials and ask any questions they may have. Post the delivery of a topic, children will be consulted as to their views on the programmes used to deliver the RSE curriculum. Hill View staff will be consulted if any changes are made to the policy, including curriculum content and the appropriateness of the policy will be review annually.

Relationships Education

Teaching and Learning Objectives

By the end of Primary School pupils should know the following information:

<p>Families and people who care for me</p>	<ul style="list-style-type: none"> ▪ 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 other 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 for them. ▪ 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/civil partnership 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.
<p>Caring Friendships</p>	<ul style="list-style-type: none"> ▪ 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, 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, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships</p>	<ul style="list-style-type: none"> ▪ 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.



	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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 (in all contexts, including online) they may encounter who 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 self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse. ▪ Where to get advice from e.g. family, school and/or other sources.

Sex Education

Parental right to withdraw children

Parents have the right to withdraw their child from some of the sex education provided, but not from the relationship's education. The Headteacher (Mrs Ferens) will automatically grant a request to withdraw a pupil from named sex education sessions delivered in Hill View school. Parents are



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informed of their right to withdraw their child through this policy and on the invitation to attend an information session prior to the curriculum being taught. Full details of the content from which a child can be withdrawn are found below in the teaching and learning objectives. If a pupil is withdrawn from sex education, the teaching staff will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal – this may be via an online learning platform.

Curriculum Coverage

Hill View uses the FPA’s scheme of work ‘Yasmine and Tom’ to support the delivery of Sex Education. The scheme of work complies fully with DFE requirements and is accredited by the PSHE Association. Topics in bold are those that carry the parental right to withdraw a child from. All other topics compulsory and parents do not have the right to withdraw. However, parents will be given the opportunity to review resources annually and ask any questions prior to delivery.

The following topics are covered throughout the school:

<p><u>Key Stage 1</u> Introducing Yasmine and Tom Friendships and feelings Different families My brilliant body Keeping clean and taking care of myself Naming body parts Keeping safe</p>	<p><u>Lower Key Stage 2</u> Introducing Yasmine and Tom Gender stereotypes and aspirations Me, myself and I What makes a good friend? Families and getting on with our families My personal and private body parts and keeping safe Body care Is it risky? People who can help us on and offline</p>
<p><u>Upper Key Stage 2</u> Introducing Yasmine and Tom On and offline friendships Friendships and secrets Friendships and pressure Keeping safe – safe and unsafe touch Keeping safe – online images Changes at puberty Periods (menstruation) Wet dreams and masturbation Making babies – sexual intercourse Making babies – assisted fertility and multiple births Marking babies – pregnancy and birth Identity and prejudice Equality and the law Getting help</p>	

Session Delivery

Sex Education lessons will be taught by an adult who is familiar to the class in order to establish an environment where children feel comfortable to join in with class discussion and feel able to ask any questions that they may have. Before delivery, teachers establish a set of ground rules to ensure that

expectations of respect and positive behaviour. At Hill View, we teach children in same-sex lessons. In every classroom, children can write anonymous questions relating to the content of the lessons to enable them to feel able to seek clarity and obtain factual information. Where a child asks a question that covers content that exceeds the agreed curriculum content, teachers will explain that this information is not on the curriculum that we can provide. If deemed appropriate, teachers will contact parents after a session to inform them of questions asked by their child to enable further exploration at home. Normal safeguarding procedures apply; if a child raises concerning issues, the information will be passed to our Welfare Team.

The delivery of the content will be made accessible to all relevant pupils, including those with SEND by ensuring:

1. Normal adjustments made for specific children in order to access their learning will also be made in Relationships and Sex Education.
2. The resources selected to support the delivery of the content have been so due to their child-friendly, age-appropriate formation.
3. Adult support and follow-up work will be delivered where necessary.

The curriculum content and delivery will be monitored by the Phase Leader and members of the Senior Leadership Team where appropriate. The religious background of all pupils will be taken into account when planning teaching and materials, so that sensitive topics are handled appropriately. The core British Values of mutual respect, tolerance and personal freedom underpinned with factual information forms the bedrock of our Relationships and Sex Education curriculum. All sex and relationship education teaching will meet the requirements of equality law.

Complaints

Any complaints about the Relationships and Sex Education programme should be made in accordance with Hill View’s usual complaints procedure.

Policy Review Date

	Date	Name of owner/author
Authorised:	<i>01/09/2020</i>	<i>C Ferens</i>
Policy Reviewed:	<i>22/04/2023</i>	<i>S Rowett</i>
Next Annual Review Date:	<i>22/04/2024</i>	<i>S Rowett</i>

Governor responsible

Caroline Tomlinson (Vice Chair)



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