

Harold Wood Primary School



Relationships (and Sex Education) Policy

Date of Policy: September 2024

Member of staff responsible for this area of the curriculum: Miss Hannah Graham

Member of Governing Body responsible for this area of the curriculum: Mr G Brome

Review date: September 2025

Purpose of this Relationships (and Sex Education) Policy (RSE)

The purpose of this policy is to act as a central reference point to inform school staff, parent/carers and health professionals of the school's approach to Relationships (and Sex) Education.

Objectives for our pupils

- To develop confidence in talking, listening and thinking about feelings and relationships.
- Be able to name parts of their body and describe how their bodies work.
- Be prepared for puberty.

Context

This policy was developed in consultation with governors, staff, parents and pupils

in response to “Relationships Education, Relationships and Sex Education (RSE) and Health Education” (DfE July 2019).

It takes account of the school’s legal obligation to have an up-to-date policy for Relationships (and Sex) Education, which should be made available to all parents / carers.

What is RSE?

RSE (within Personal, Social, Health and Economic Education - PSHE) is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It aims to give pupils essential skills for building positive, enjoyable, respectful and non-exploitive relationships and to stay safe on and offline. It enables exploration of attitudes and values and helps build self-esteem and confidence (see PSHE Association).

Some aspects of RSE are taught in science, and others are taught as part of the wider PSHE Curriculum.

Approach to RSE

We have a whole school approach to RSE as follows:

- the Senior Leadership Team oversees the provision and development of RSE and pupil/parent/staff consultation
- the RSE co-ordinator Hannah Graham, is responsible for the development of the programme, staff training, monitoring and evaluation of the programme
- external agencies (e.g. school nurse service) support our programme
- the lead governor for PSHE/RSE is Mr G Brome
- parents and carers are consulted, informed and invited in to school to look at resources etc.
- teaching and resources will be differentiated as appropriate to address the varying needs of pupils (e.g. those with special educational needs) in order for them to have full access to the content of RSE.
- correct terminology is used throughout (e.g. for parts of the body as agreed by the borough)
- in accordance with the latest government guidance, parents/carers no longer have the right to withdraw their children from the Relationships Education. Where Primary Schools choose to deliver age-appropriate sex education, parents/carers retain the right to request that their child be withdrawn from these lessons (excluding withdrawal from any sex education which forms part of the National Curriculum for science)
- We work in partnership with parents and carers to ensure that every pupil has the entitlement to high quality and age-appropriate RSE.

Delivery

- Pupils receive one lesson per week/fortnight RSE, normally during a single term.
- The programme is delivered in a safe learning environment, through the use of ground rules and distancing techniques and pupils should not be expected or encouraged to discuss their own personal experience in class.

However, where our primary school chooses to deliver Sex Education, some parents may prefer to take the responsibility for these aspects of their child’s education. Parents / Carers continue to have the right request that their child be withdrawn from all or part of the

school's Sex Education excluding those aspects of the programme that fall within the Science National Curriculum.

It is hoped that the opportunity to preview the content and resources used within the school's Sex Education Programme of work, will reassure them and minimise their desire to exercise their right to withdraw their child from this very important curriculum area. However, Parents / Carers are encouraged to discuss any concerns with a member of staff.

Ground Rules and Distancing Techniques

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of Relationships and Sex Education. Therefore, it is important to establish ground rules before delivering sessions, which cover the following points:

- Pupils will be given preparation to enable them to minimise any embarrassment they may feel.
- No one (teacher or student) should be expected to answer any personal questions.
- No one will be forced to take part in discussions.
- Only correct names for body parts will be used.
- Meanings of words will be explained in a factual way and only if appropriate/age appropriate and if it falls within the advertised curriculum shared with parents/carers.
- Questions will only be answered if appropriate/age appropriate and if they fall within the advertised curriculum shared with parents/carers.

Confidentiality

We ensure that ground rules are established before RSE lessons are delivered and that pupils are reminded not to discuss personal experiences and issues in class.

Pupils should be made aware that school staff cannot offer unconditional confidentiality to pupils. If personal disclosures are made, wherever possible, staff should encourage pupils to talk to their parent or carer.

However, if any form of abuse is suspected, staff must follow the school's Child Protection and Safeguarding procedures.

If it is necessary for staff to break confidentiality, pupils should be informed first and assured that their best interests will be maintained at all times.

Pupils are made aware of how to access confidential information and support after the lesson, should they need it.

RSE and Safeguarding

At Harold Wood Primary School we believe that our pupils should be kept safe from harm through safeguarding procedures and educating every pupil about how to care for their bodies and protect themselves from physical and emotional harm.

RSE lessons are part of our planned PSHE programme. These support our duty to safeguard pupils. The lessons enable pupils to:

RSE – 2024 Curriculum

Year Group	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
R	I can name parts of the body and know that some parts of my body are private	I can tell you some things that i can do and foods I can eat to be healthy	I understand that we all grow from babies to adults	I can express how I feel about change	I can talk my worries/things I am looking forward to in Yr 1	I can share my memories of my best bits from reception
1	I am starting to understand the Life Cycles of animals and humans	I can tell you some things about me that have changed and some things about me that have stayed the same	I can tell you how my body as changed since I was a baby	I can identify ways the parts of the body that make boys different to girls and can use correct names for these: penis, testicles, vagina, vulva, anus and know that these parts of my body are private	I understand that every time I learn something new I change a little bit	I can tell you about changes that have happened in my life
2	I can recognise cycles of life in nature	I can tell you about the natural process of growing from young to old and understand that this is not in my control	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I can recognise the physical difference between boys and girls, use the correct names for parts of the body (anus, testicles, vagina and vulva) and appreciate that some parts of my body are private	I understand there are different types of touch and can tell you which ones I like and which ones I don't like.	I can identify what I am looking forward to when I move class
3	I understand that in animals and humans lots of changes happen between conception and growing up and that usually it is the female who has the baby	I understand that babies grow and develop in the mother's uterus I understand what a baby animal needs to live and grow	I understand that boys' and girls' bodies need to change. I can identify how boys' and girls' bodies change on the outside during this growing up process	I can identify how boys' and girls' bodies change during the growing up process and can tell you why these changes are necessary.	I can start to recognise ideas I have about parenting and family roles	I can identify what I am looking forward to when I move to my next class
4	I understand that some of my personal characteristics have come from my birth parents	I can describe how a person's body changes as they get older and that this is different for boys and girls	That menstruation is a natural part of puberty for females.	I know how the circle of change works and can apply it to changes I want to make in my life	I can identify changes that have been and may continue to be outside of my control that I learn to accept	I can identify what I am looking forward to when I move to a new class
5	I am aware of my own self-image and how my body image fits into that	Recap of how a how a person's body changes during puberty and	I can describe how boy's and girls' bodies change during puberty –	I can describe how boy's and girls' bodies change during	Keeping clean and healthy (physically and mentally)	I can identify what I am looking forward to when I move to my next

		<p>understand the importance of looking after yourself physically and emotionally</p> <p><u>Always Changing and Growing Up- Co Ed Puberty Education</u></p>	boys focus	puberty – girls focus		class
6	I am aware of my own self-image and how my body image fits into that	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	<p>I can understand that sexual intercourse can lead to conception and that is usually how babies are made</p> <p>I also understand that sometimes people need IVF to help them have a baby</p>	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I am aware of the importance of a positive self-esteem and what I can do to develop it I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities	I can identify what I am looking forward to and what worries me about the transition to secondary school/or moving to my next class