



HARVEY ROAD PRIMARY SCHOOL

POLICY ON RELATIONSHIPS AND SEX EDUCATION (RSE)

The purpose of this policy is, 'To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.' RSE Guidance 2018

The school's Relationships and Sex Education (RSE) is supported by the PSHE & Citizenship curriculum and the Healthy Schools Programme. RSE is defined as; 'Lifelong learning about physical, moral and emotional development. It is also about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.' (Brook and FPA, 2013)

The Relationships Education, RSE and Health Education (England) Regulations 2019 have made RSE compulsory in all primary schools.

This policy has been reviewed with reference to the Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance from DfE (July 2018) and the latest Hertfordshire County Council Guidelines for writing and revising RSE policies, and in consultation with Staff, Governors and Parents.

Aims and objectives of our Sex and Relationships Education Policy (following sections 34 and 35 of the Children and Social Work Act 2017)

- Pupils can put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex situations
- To develop resilience, to know how and when to ask for help, and to know where to access support
- Promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in society
- Parents have the right to withdraw their child from the sex (but not the relationships) education programme
- Recognise that there is a clear distinction between the online world and other aspects of life

At Harvey Road School we also believe that RSE:

- Works in partnership with parents/carers
- develops a foundation for further work and understanding in secondary school and adult life

- reflects the school ethos and demonstrates and encourages the following values:
 - respect for self;
 - respect for others and their cultures;
 - responsibility for their own actions;
 - responsibility towards their family, friends, school and wider society.
- provides information which is easy to understand and relevant and appropriate to the age and maturity of the pupils;
- includes the development and importance of good communication and social interaction skills;
- encourages the exploration and clarification of values and attitudes.

How the RSE programme is delivered in school

RSE is part of Harvey Road School’s National Curriculum Science and PSHE programmes. These will be delivered using a variety of teaching methods. It usually forms part of a cross-curricular project including planned aspects of Science and PSHE, but lessons on relationships also occur in English and RE, as well as through wider school activities such as assemblies. Lessons are normally delivered by the class teacher, although on occasions, outside visitors such as the school nurse, midwives and other professionals may be invited into school. Programmes of work (as outlined below) are a general reference. However, teachers may refer to the RSE curriculum from different year groups if the maturity of the children requires it. All teachers who teach RSE will have relevant training and resources.

The RSE programme:

Harvey Road School provides the following curriculum that will be taught by the class teacher:

Class	RSE Areas Covered	Generic Areas Covered in all Classes
1	Respecting other people’s views and rights, as well as their own (Please consider discussing safeguarding and British values with this) Friendships (treating others with kindness, consideration and respect)	Children will learn about the importance of taking turns, how to treat others with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.
2	All of the above and the following: Families and people who care for us Labelling external parts of the human body (<i>National curriculum</i>) (Please consider discussing safeguarding with this)	
3	Caring relationships curriculum Understanding the values of family life, marriage and stable, loving relationships for the nurture of both children and adults. (Please consider discussing safeguarding and British values with this) Understanding the features of relationships that lead to happiness and security	
4	Respectful relationships curriculum	

	<p>How positive relationships apply as much online as in real life (online safety: sharing personal information and images) (Please consider discussing safeguarding and British values with this)</p> <p>Respect for oneself and others, loving and being loved, caring for oneself and others.</p> <p>Exploring, considering and understanding moral dilemmas.</p> <p>Experiencing different emotions and how to deal with them</p> <p>Keeping a secret</p> <p>Development of critical thinking skills as part of decision making. (Please consider discussing safeguarding and British values with this)</p>	
5	<p>Friendships can support each other's mental wellbeing</p> <p>Children's rights to report (and know how to) report emotional, physical and sexual abuse.</p> <p>Online relationships Curriculum</p> <p>That children have rights over their own bodies. (Please consider discussing safeguarding and British values with this)</p> <p>Learning and understanding about puberty and children's physical development at appropriate stages into adulthood (body changes) periods (<i>National curriculum</i>), and dealing with gender issues and stereotyping (<i>Not national curriculum</i>) There will also be a focus on how to keep bodies clean and healthy (regular washing and use of a deodorant, exercise, rest and diet) (<i>National curriculum</i>)</p>	<p>The development of positive virtues including: honesty, integrity, self-control, courage, humility, resilience, kindness, forgiveness, generosity and a sense of justice</p>
6	<p>All of the above and the following:</p> <p>Being Safe Curriculum</p> <p>All of the above will be covered again as well as the following: reproduction and sexual health, emotions and relationships.</p> <p>Depending on the maturity of the children, topics that may also be covered could include:</p> <ul style="list-style-type: none"> • Sexually transmitted disease (<i>Not National curriculum</i>) • Contraception (to prevent sexually transmitted disease and to prevent unwanted pregnancy) (<i>Not National curriculum</i>) • Transgender (<i>Not National curriculum</i>) • Cross dressing (<i>Not National curriculum</i>) • Sexual intimacy can take place inside and outside of marriage (NOT inter-marital affairs) but within stable, loving relationships (<i>Not National curriculum</i>) • Same sex relationships (LGBT) will not be discussed under the context of reproduction but will be discussed under the loving and caring relationships (<i>Not National curriculum</i>) <p>(Please consider discussing safeguarding and British values with these points)</p> <p>NB. Year 5 and 6 children will be place into single gender groups when appropriate and relevant</p>	

Where there is reference to the National Curriculum, parents do not have the right to withdraw their child.

The information above may be taught in other year groups according to the needs of the children. Topics such as labeling human organs will also be part of the KS2 Science curriculum. The RSE work carried out in Years 5 and 6 will be spread over the year to encourage discussion and reflection. By the end of Year 6 your child will have done the following:

<p>Health and Hygiene (Class 1)</p>	<p>Pupils should know: Keeping your body clean Eating a healthy diet</p>
<p>Families and people who care for me (Class 2)</p>	<p>Pupils should know:</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 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 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 partnerships represent 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. • Please consider discussing safeguarding and British values with this
<p>Caring friendships (Class 3)</p>	<p>Pupils should know:</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. • Please consider discussing safeguarding and British values with this
<p>Respectful relationships</p>	<p>Pupils should know:</p>

(Class 4)	<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. • 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. • Please consider discussing safeguarding and British values with this
Online relationships (Class 5)	<p>Pupils should know:</p> <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. • Please consider discussing safeguarding and British values with this
Being safe (Class 6)	<p>Pupils should know:</p> <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 they may encounter who they do not know. • how to ask for advice or help for themselves 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. • Please consider discussing safeguarding and British values with this

Developing positive attitudes and values

- Understanding of the value of family life, marriage and stable, loving relationships for the nurture of both children and adults.
- Respect for oneself and others, loving and being loved, caring for oneself and others.

- Exploring, considering and understanding moral dilemmas.
- Development of critical thinking skills as part of decision making.

Extending personal and social skills

- Strengthening self-esteem and self-confidence through learning to understand and manage emotions and relationships confidently and sensitively.
- Development of skills of choice and an understanding of the consequences of such choices. These are fundamental to decision making, assertiveness, managing conflict and communication. They enable children to exercise personal responsibility to help avoid exploitation and abuse.

NB. Sensitivity is needed, as there may be children in the group who have been abused, or are carrying out abuse and do not recognise it as such. A variety of teaching strategies will be used to support the delivery of the syllabus.

Resources

A range of material is available in school and the local Health Authority. Books are available to the children in the Library and are appropriate to the age and the children's cultural background.

Partnership with parents/carers

Harvey Road School is committed to working with parents. Parents are the first educators of their children and will have the greatest level of influence in enabling their children to grow and mature and form healthy relationships. Much of a pupil's informal Relationships and Sex education occurs within the family and the school's programme will complement and build on this, in co-operation with parents. Parents are invited to come and discuss their views on RSE with the class teacher or Headteacher as this will ensure greater understanding and confidence of the national curriculum.

Parental Rights on Withdrawing their Child

Parents have the right to request that their child be withdrawn from some or all of the sex education elements of the RSE curriculum. Parents wanting to exercise this right are invited to speak to the Class Teacher first and then the Headteacher. This is to discuss the request by understanding your views and how they compare to the nature and purpose of the RSE curriculum. They will also discuss any impact that withdrawal may have on the child, which may include discussing any emotional or social effects that may occur from being excluded. Once a child has been withdrawn, they will not take part in RSE lessons until the request for withdrawal has been removed.

Confidentiality and Child Protection

All members of staff and external visitors who support our pupils on RSE will be given a copy of this policy and our School's Child Protection Policy. Our School Nurse is guided by the Fraser Guidelines, which provide guidance for health professionals, and details of these are provided in the DfE document *Sex and Relations Education*. The Headteacher/ Child Protection Officer will have a discussion with any health professional or other adult before they start to work with our pupils. This is to ensure they are familiar with our policy and expectations regarding correct practice and how to respond to issues, including those that may relate to Child Protection matters.

As a general rule the teacher or member of staff concerned will maintain a child's confidentiality, particularly if a child shares a personal experience to the adult or to the group having the discussion. However, if the adult believes that a child is at risk or in danger, he/she will refer this to the Designated Senior Person for Child Protection. The child concerned will be informed that confidentiality is not being kept and the reasons why. The relevant staff throughout the process will support the child. There is a 'Worry box' in each classroom in which children can place questions regarding any personal issue or concerns they have. This can be anonymous. Teachers will respond to these in a way that is age and stage appropriate and will always consult with the Headteacher if he/she requires guidance on how to respond. Similarly, if questions are asked in class or in assembly, adults will follow agreed practice based on DfE Guidance 2000.

Answering difficult questions and dealing with sensitive issues

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and can be addressed individually later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the Headteacher if these questions raise any concerns. The teacher may also refer the child's question back to their parents, particularly if the child has asked a question that shows a higher level of knowledge/maturity than that of other children in their class.

Special Educational Needs and Inclusion

In line with the inclusive ethos of our school, we ensure that all children will have access to RSE which is age and stage appropriate, regardless of gender, ethnicity, socio-economic background or disability. However, some children with special educational needs may be confused with some aspects of the teaching of RSE. In such cases, lessons will be differentiated and materials carefully chosen. It may be appropriate on such occasions to involve the child's parents with the contents of the lesson.

It is also at the class teacher's discretion to decide whether teaching the children particular aspects of the programme in single gender groups is in the children's best interests.

Teachers will ensure that they have the relevant information about relationships in different cultures and use this information accordingly when delivering lessons.

Monitoring, Evaluating and Assessment of RSE

Our Science and PSHE Subject leaders will monitor children, staff and parent responses, evaluating the feedback given. Teachers who deliver the RSE syllabus will evaluate the content discussed and how the children received the information, feeding back to the class teacher if required. Implementation will be monitored by the Headteacher and PSHE Subject leader and reported to the Governing body. Evaluation and assessment, including self-assessment are an integral part of RSE.

Procedures for policy monitoring and evaluation

This policy will be reviewed regularly. Feedback from staff and parents will be used when reviewing the policy on a four yearly cycle.

Other policies

This policy should be read with reference to:

➤ PSHE	➤ Equalities and Diversity policy
➤ Child Protection	➤ Health and Safety
➤ Behaviour	➤ Inclusion
➤ Anti-bullying	➤ British Values

N Rowlands

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Date for review: December 2023