

Learning together to be  
the best we can be

Headteacher - Nichola Irving



# Relationship and Sex Education Policy

## Safeguarding Statement

**Everyone at Horton Grange shares an objective to help keep children and young people safe by contributing to:**

- Providing a safe environment for children and young people to learn in school and;
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in school.

## **Horton Grange Relationship and Sex Education Policy**

### **Aims**

The aims of relationships and sex education (RSE) at our school are to:

- Provide a safe 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, respect for others, confidence and empathy
- Create a positive culture around issues of sexuality and relationships and ensure the children understand what a healthy relationship looks like
- Teach pupils the correct vocabulary to describe themselves and their bodies
- ensure the children understand consent and boundaries in relation to themselves and others
- Ensure the children understand the importance of respecting difference (different partnerships, gender and LGBT+ groups)
- Know how and where to seek help if they need it

These aims are in line with our Horton Values which include and promote respect, tolerance, open-mindedness health and happiness.

### **Statutory requirements**

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

From September 2020 it will be compulsory for pupils to receive relationships education, parents will still be able to withdraw their children from the elements of sex education that are not covered in the science curriculum.

At Horton Grange we teach RSE as set out in this policy.

### **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 reviewed current policy, including relevant national and local guidance and worked in conjunction with a member of SLT. Training was undertaken externally to help with this process.

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations. Training was also given to them through disseminated internal CPD
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy view the resources that would be used.
4. Pupil consultation – we investigated what exactly pupils want from their RSE through PSHE lessons
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### **Engaging stakeholders**

As part of our whole school approach to RSE, Parent Information sessions and opportunities for parents to view the materials and resources used will be held. Parents/carers have the right to withdraw their children from RSE content that is not part of statutory NC Science (until September 2020 when this will only apply to sex education), however we will encourage all parents to allow their children to take part. If a parent/carer requests that their child be removed from relationships and sex education, we will honour this request and provide suitable provision for the pupil outside the lessons.

### **Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It is taught not only through the science curriculum but also through PSHE lessons.

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

RSE is not about the promotion of sexual activity.

### **Roles and responsibilities**

#### **The governing body**

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

#### **The headteacher**

The headteacher, Mrs Irving, is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

## **Staff**

Staff are responsible for:

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

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

Staff responsible for teaching RSE include all teachers (named on the school website). The subject lead, Mr Murphy, will be responsible for ensuring the whole-school curriculum is compliant with the National Curriculum and that teachers have the resources and training necessary to teach the subject effectively.

Mrs Brownrigg (AHT) has an overview of the planning and delivery of RSE within the role of responsibility of Personal Development.

## **Pupils**

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

## **Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born
- using the correct terminology for all parts of the body

For more information about our curriculum, see our curriculum map in Appendix 1.

## **Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE), physical education (PE), design

technology (DT) and other subjects on an opportunity basis. High quality resources will support our RSE provision and be regularly reviewed, these include the Lucinda and Godfrey texts. Lessons will be differentiated by year group to ensure relevance and accessibility.

All children, regardless of gender will have access to all the information, for example both boys and girls will be taught about menstruation and given equal access to all materials. On some occasions it may be judged appropriate to deliver this material to single sex classes though decisions will be made depending on knowledge of the individual cohorts.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendix 1.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). All protected characteristics should be represented in a variety of ways such as through resources and materials, texts (No Outsiders and Stonewall) and through visual representations around school (posters and notices)

### **Safe and effective practise**

It is vital that RSE lessons take place in a safe climate of trust, cooperation and support. When planning RSE lessons, teachers should assume that at least one pupil has direct knowledge of the subject being discussed and should plan their language use, resources and activities appropriately.

We will ensure a safe learning environment by laying out a set of ground rules at the beginning of the lesson. These can include:

- **Openness:** we will be open and honest but without discussing our own and others' private lives.
- **Keep the conversation in the room:** Our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.
- **Non-judgemental approach:** We will challenge the opinion, not the person.
- **Right to pass:** We have the right not to answer a question, we will not put anyone 'on the spot'.

- **Make no assumptions:** We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings.
- **Using appropriate language:** We will use correct terms rather than slang terms, if we are not sure what the correct term is, we will ask our teacher.
- **Seeking help and advice:** If we need further help or advice, we know how and where to seek it. We will encourage friends to seek help if they need it.

Distancing techniques such as stories, clips from TV programmes or case studies will be used to 'de-personalise' discussions. Access will be provided to balanced information and differing views to help pupils clarify their own opinions (whilst making it clear that behaviours such as racism, homophobia, transphobia, discrimination and bullying are never acceptable in any form). Teachers must be cautious about expressing their own views, bearing in mind they are in an influential position and must work within the school's values, policies and the law. Pupils will be able to raise questions anonymously by using the worry box in each classroom.

### **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 consult with the designated safeguarding lead and in their absence their deputy or another member of the safeguarding organisation. Any disclosure must be treated in the normal way in accordance with the school's safeguarding policy. Members of the Safeguarding Team are displayed in each classroom and teacher's own safeguarding knowledge is updated yearly.

### **Monitoring, reporting and evaluation**

The delivery of RSE is monitored by Mrs Brownrigg (Personal Development Lead) and Mr Murphy (PSHE/RSE lead) through:

- Termly planning and work scrutinies
- Regular pupil voice surveys
- Monitoring of government and local authority advice for best practise of teaching RSE.

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

This policy will be reviewed in July 2020. It will be reviewed by the PSHE and SRE subject leader. This will ensure that it continues to adhere to statutory requirements and meets the needs of the children.

### **Parents' right to withdraw**

Parents can currently withdraw their children from all aspects of RSE. From September 2020 parents will not have the right to withdraw their children from relationships education.

Parents will continue to have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

Appendices:

1. Withdrawal request letter.
2. PSHE Long Term Plan (covers all elements of RSE curriculum).

**Appendix 1**

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

## Appendix 2

# HGPS PSHE Long Term Plan

## Essence / Fluency: Respect for ourselves and for others

*This long term plan is based on the PSHE association scheme of work and complies with new RSE curriculum.*

PSHE should be an integral part of the curriculum delivering weekly and on-going. It may also respond to needs and contextual situations as arise in class.

	Autumn			Spring			Summer		
	Health and Wellbeing			Relationships			Living in the Wider World		
	<u>Healthy Lifestyles</u>	<u>Growing and Changing</u>	<u>Keeping Safe</u>	<u>Feelings and Emotions</u>	<u>Healthy Relationships</u>	<u>Valuing Difference</u>	<u>Rights and Responsibilities</u>	<u>Environment</u>	<u>Money</u>
<b>Year 1</b>	<p>I know some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food). (H1)</p> <p>I know about basic personal hygiene routines and why these are important. (H6/7)</p>	<p>I can recognise what I am good at and set simple goals. (H3)</p> <p>I know how it feels when there is change or loss. (H5)</p> <p>Lucinda and Godfrey – First Day at School (4 sessions)</p>	<p>I know that household products, including medicines, can be harmful if not used correctly. (H11)</p> <p>I know how to ask for help if I am worried about something. (H13/14/15)</p>	<p>I can recognise how other people are feeling. (R1)</p> <p>I can share my own feelings with others. (R1)</p>	<p>I know the importance of not keeping secrets that make me feel uncomfortable, anxious or afraid. (R3)</p> <p>I can name special people in my life. (R9)</p>	<p>I can share my views and opinions with others. (R5)</p> <p>I know the importance of respecting the differences and similarities between people. (R8)</p>	<p>I know the class rules and why they are important. (L1/2)</p> <p>I know that everybody is unique. (L8)</p> <p>I know the ways we are the same as other people. (L9)</p>	<p>I know how to look after the local environment. (L5)</p>	<p>I know where money comes from and what it is used for. (L6/7)</p> <p>I know about spending and saving money. (L6/7)</p> <p>I know how to keep money safe. (L6/7)</p>
<b>Year 2</b>	<p>I know how to make healthy choices. (H2)</p> <p>I can identify different kinds of feelings. (H4)</p> <p>I can use simple strategies to manage my feelings. (H4)</p> <p>Lucinda and Godfrey – The Smell Monster (4 sessions)</p>	<p>I can recognise what I am good at and set simple goals. (H3)</p> <p>I know about growing, changing and becoming more independent. (H8/9)</p> <p>I can use the correct names for the main parts of the body of boys and girls. (H10)</p>	<p>I know about rules for keeping safe (in familiar and unfamiliar situations). (H12)</p> <p>I know how to ask for help if I am worried about something. (H13/14/15)</p> <p>I know about privacy in different contexts. (H16)</p>	<p>I know about different types of behaviour and how this can make others feel. (R2/R4/R12)</p> <p>I know that bodies and feelings can be hurt. (R11)</p>	<p>I know how to listen to others and play cooperatively. (R6/7)</p> <p>I know about appropriate and inappropriate touch. (R10)</p> <p>I know that hurtful teasing and bullying is wrong. (R13/14)</p> <p>I know what to do if teasing and</p>	<p>I can share my views and opinions with others. (R5)</p> <p>I know the importance of respecting the differences and similarities between people. (R8)</p>	<p>I know the class rules and why they are important. (L1/2)</p> <p>I know the importance of respecting the needs of ourselves and others. (L3)</p> <p>I know about groups and communities that they belong to. (L4)</p> <p>I know about the people who work in</p>	<p>I know how to look after the local environment. (L5)</p>	<p>I know where money comes from and what it is used for. (L6/7)</p> <p>I know about spending and saving money. (L6/7)</p> <p>I know how to keep money safe. (L6/7)</p>

					bullying is happening. (R13/14)		their community. (L10)  I know how to get their help, including in an emergency. (L10)		
<b>Year 3</b>	<p>I know what makes up a balanced diet. (H3)</p> <p>I know about opportunities I have to make my own choices about food. (H3)</p> <p>I know about what influences my choices about food. (H3)</p> <p>I know what a habit is. (H16)</p> <p>I know how habits can be hard to change. (H16)</p>	<p>I can recognise my achievements and set personal targets for the future. (H5)</p> <p>I can identify a wider range of feelings, both good and not so good. (H6/7)</p> <p>I know that people can experience conflicting feelings at the same time. (H6/7)</p> <p>I can describe my feelings to others. (H6/7)</p> <p>Lucinda and Godfrey – The Birthday Party (4 sessions)</p>	<p>I know the importance of school rules for health and safety. (H15)</p> <p>I know how to get help in an emergency. (H15)</p> <p>I know about people who help us to stay healthy and safe. (H23)</p>	<p>I know about different types of behaviour and how this can make others feel. (R1)</p> <p>I know that bodies and feelings can be hurt. (R1)</p>	<p>I know how to listen to others and play cooperatively. (R11)</p> <p>I know about appropriate and inappropriate touch. (R2/4)</p> <p>I know that hurtful teasing and bullying is wrong. (R2/4)</p> <p>I know what to do if teasing and bullying is happening. (R2/4)</p>	<p>I can share my views and opinions with others. (R14/18)</p> <p>I know the importance of respecting the differences and similarities between people. (R14/18)</p>	<p>I know the class rules and why they are important. (L1)</p> <p>I know the importance of respecting the needs of ourselves and others. (L1)</p> <p>I know about groups and communities that they belong to. (L9/10)</p> <p>I know about the people who work in their community. (L9/10)</p> <p>I know how to get their help, including in an emergency. (L9/10)</p>	<p>I know how to look after the local environment. (L7)</p>	<p>I know where money comes from and what it is used for. (L16)</p> <p>I know about spending and saving money. (L16)</p> <p>I know how to keep money safe. (L16)</p>
<b>Year 4</b>	<p>I know what makes a 'balanced lifestyle'. (H1/2)</p> <p>I know about making choices in relation to health. (H1/2)</p> <p>I know drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco). (H17)</p>	<p>I can recognise my achievements and set personal targets for the future. (H5)</p> <p>I know the changes that happen at puberty. (H18)</p> <p>Lucinda and Godfrey – Telling Someone (4 sessions)</p>	<p>I know how to keep safe in the local environment. (H21)</p> <p>I know how to keep safe online. (H22/25)</p>	<p>I know about the concept of keeping something confidential or secret. (R9)</p> <p>I know when I should or should not agree to keep a secret. (R9)</p> <p>I can recognise and manage dares. (R15)</p>	<p>I know the difference between acceptable and unacceptable physical contact. (R8)</p> <p>I know how to respond to unacceptable physical contact. (R8)</p> <p>I know how to solve disputes and</p>	<p>I know how to listen and respond respectfully to a wide range of people. (R10)</p> <p>I can share my points of view. (R10)</p>	<p>I can discuss and debate issues concerning health and wellbeing. (L1)</p> <p>I can appreciate difference and diversity (people living in the UK). (L11)</p> <p>I know about the values and customs of people around the world. (L12)</p>	<p>I know about the sustainability of the environment across the world. (L15)</p>	<p>I understand the role of money. (L13)</p> <p>I know ways of managing money (budgeting and saving). (L13)</p> <p>I understand the words 'interest' and 'loan'. (L14)</p>

	I know how the spread of infection can be prevented. (H12)				conflict. (R12)				
Year 5	<p>I know what positively and negatively affects health and wellbeing (including mental and emotional health). (H1/2)</p> <p>I know how to make informed choices that contribute to a 'balanced lifestyle'. (H1/2)</p> <p>I know about the benefits of a balanced diet. (H3)</p> <p>I know about different influences on food and diet. (H3)</p> <p>I know about developing skills to help make my own choices about food. (H3)</p>	<p>I know different ways of achieving and celebrating personal goals. (H5)</p> <p>I know how having high aspirations can support personal achievements. (H5)</p> <p>I can describe the range and intensity of my feelings to others. (H6/7)</p> <p>I know how to manage complex or conflicting emotions. (H6/7/8)</p> <p>Lucinda and Godfrey – Growing and Changing (4 sessions)</p>	<p>I know about strategies for staying safe in the local environment. (H21)</p> <p>I know about strategies for staying safe online. (H22/25)</p> <p>I know the consequences of sharing pictures of myself and others online. (H22/25)</p> <p>I know how to stay safe when using a mobile phone. (H24)</p>	I know how to respond appropriately to the feelings of others. (R1)	<p>I know the consequences of my actions on myself and others. (R7)</p> <p>I know how to work collaboratively toward shared goals. (R11)</p> <p>I can use negotiation and compromise strategies to resolve disputes and conflict. (R12)</p> <p>I can give helpful feedback and support to others. (R12)</p>	<p>I can listen respectfully to others but raise concerns and challenge points of view when necessary. (R10)</p>	<p>I can research, discuss and debate issues concerning health and wellbeing. (L1)</p> <p>I know why and how laws are rules and laws are made. (L2)</p> <p>I know how to take part in making and changing rules. (L2)</p> <p>I know how anti-social behaviours can affect wellbeing. (L6)</p> <p>I know how to handle, challenge or respond to antisocial or aggressive behaviours. (L6)</p> <p>I know about resolving differences, respecting different points of view and making my own decisions. (L8)</p> <p>I know how to give basic first aid (to be taught by qualified first aider)</p>	<p>I know about different kinds of responsibilities at home, school, community and the environment. (L7)</p>	<p>I know how finance plays an important part in people's lives. (L13)</p> <p>I know about being a critical consumer. (L13)</p> <p>I understand the words 'interest', 'loan', 'debt'. (L14)</p> <p>I know the importance of looking after money, including managing loans and debts. (L14)</p> <p>I know that people pay 'tax' to contribute to society. (L14)</p>

**Year  
6**

I know how images in the media can distort reality and can affect how people feel about themselves. (H4)

I know about some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco). (H17)

I know about different ways of achieving and celebrating personal goals. (H5)

I know how having high aspirations can support personal achievements. (H5)

I know about the changes that happen at puberty (recap learning from Year 4). (H18)

I know about human reproduction in the context of the human lifecycle. (H19)

I know how a baby is made and how it grows. (H19)

I know about roles and responsibilities of parents and carers. (H19)

I know that pregnancy can be prevented. (H19)

Lucinda and Godfrey – Growing and Changing (4 sessions)

I know about independence, increased responsibility and keeping safe. (H9/10/11)

I know strategies for managing risk. (H9/10/11)

I know about different influences on behaviour, including peer pressure and media influence. (H13/14)

I know how to resist unhelpful pressure and ask for help. (H13/14)

I understand my right to protect my body. (H20)

I know that female genital mutilation (FGM) is physical abuse and is illegal and the importance of speaking out about it. (H20)

I know about who is responsible for my health and wellbeing. (H23)

I know where to get help advice and support. (H23)

I know about confidentiality and when it is necessary to break a confidence. (R9)

I know about different types of relationships (friends, families, couples, marriage, civil partnership). (R2/4)

I know what constitutes a positive, healthy relationship and the skills needed to maintain it. (R2/4)

I can recognise when a relationship is unhealthy. (R3)

I know about committed loving relationships (including marriage and civil partnership). (R5/R19)

I know that marriage, arranged marriage and civil partnership is between two people who willingly agree. (R6/20)

I know that to force anyone into marriage (forced marriage) is illegal and the importance of speaking out about it. (R6/20)

I know about judging whether physical contact is acceptable or unacceptable and

I can listen respectfully to others but raise concerns and challenge points of view when necessary. (R10)

I know about the factors that make people the same or different. (R13/16/17)

I can recognise and challenge ‘stereotypes’. (R13/16/17)

I know about the correct use of the terms sex, gender identity and sexual orientation. (R13/16/17)

I know about discrimination, teasing, bullying and aggressive behaviour and its effect on others. (R14/18)

I can research, discuss and debate issues concerning health and wellbeing. (L1)

I know about the importance of human rights (and the Rights of the Child). (L3/4)

I know about the UN declaration on the Rights of the Child. (L3/4)

I know that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights. (L5)

I know that human rights overrule any beliefs, ideas or practices that harm others. (L3/4)

I know about what it means to be a part of a community. (L9/10)

I know about different groups / individuals that support the local community. (L9/10)

I know about the role of voluntary, community and pressure groups. (L9/10)

I can be critical of what I see and read in the media. (L17/18)

I know about how resources are allocated and the effect this has on individuals, communities and the environment. (L15)

I know what it takes to set up an enterprise. (L16)

I know about what enterprise means for work and society. (L16)

					how to respond. (R8)  I know about the importance of keeping personal boundaries and the right to privacy. (R21)		I can critically consider information I choose to forward to others. (L17/18)		
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