



**Relationships Education:** This is referred to throughout this policy and is defined in section 1

**RSE - Relationships and Sex Education:** Please see sections 10, 11 & 12 especially for further details on how we teach this at Haseltine, through the Relationships Education & science curriculum

## **1. Relationships Education**

This policy covers our approach to Relationships Education; a statutory component of the PSHE and Citizenship curriculum from September 2020. It aims to set out the purpose of Relationships Education and the intended outcomes for pupils, what is covered in our curriculum and how it is delivered. This policy has been written in accordance with the statutory guidance document

“Relationships and Sex Education (RSE) and Health Education” (DfE, 2019)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1019542/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

We define Relationships Education as learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up.

## **2. Purpose and Principles of Relationships Education**

At Haseltine, we believe in providing every pupil with open, honest, accurate and age-appropriate lessons all about relationships. Through the school’s ethos and values, we aim to develop children’s knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world.

If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people, and therefore develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.

Our Relationships Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and represent the LGBT+ community through our Relationships curriculum.

Through our comprehensive Relationships Education provision, we aim to provide all pupils with:

- The knowledge and understanding of a variety of relationships;
- The ability to identify any concerns they have about a relationship;
- Coping strategies and an awareness of how and where to seek support;
- An understanding of their rights and responsibilities within a range of relationships;

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- An awareness of the process of growing up and the changes they and others will experience;
- An understanding of the characteristics of positive relationships.

### 3. Statutory Regulations

From September 2020, all primary schools must deliver Relationships Education. Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Documents that inform the school's Relationships Education Policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- Relationships and Sex Education (RSE) and Health Education (DfE, 2019)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1019542/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

### 4. Roles and Responsibilities

The Relationships Education programme in our school will be led by the PSHE lead, supported by the senior leadership team.

The school governor representatives responsible for the Relationships Education programme are Sarah Macintosh and Ros Tuerk.

All staff members involved in teaching and supporting the Relationships Education curriculum will be trained and supported by the PSHE lead and the Senior Leadership Team.

### 5. Our Relationships and Sex Education Curriculum

Our inclusive Relationships curriculum supports the objectives set out by the PSHE Association which meet the statutory requirements for Key Stage 1 and 2 (see Appendix 1). It forms a core part of our comprehensive Personal, Social and Health Education (PSHE) curriculum.

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To ensure your children get the very best teaching in these areas we have chosen to use an award-winning resource – 1decision. 1decision is part of Headway Education and has been kitemarked by the PSHE association – the effective governing body for the subject in the UK – as being a quality assured product. Their website can be viewed here: [www.1decision.co.uk](http://www.1decision.co.uk)

Our PSHE & Relationships Education Scheme of Work can be viewed on our school website.

Learning in Relationships Education lessons will link to learning in science, history and English, where relevant topics may present themselves in class texts being studied. Some aspects of the curriculum may also be taught through whole-school or class assemblies where specific issues arise.

Our lessons will be differentiated where appropriate, ensuring all children are able to participate fully. Where necessary, children with SEND may receive additional small group teaching to ensure that the learning is adapted for their individual needs. Children will be given the opportunity throughout the units of work to reflect on and evaluate their learning - assessment opportunities are built in to every lesson.

### **6. Delivering the Curriculum**

Our PSHE lessons are taught by staff who are trained in delivering the specific content of the lessons. Staff training is updated yearly with additional support provided if specific issues arise in class. Ground rules will be established in class and children reminded of these. Special consideration will be given when teaching particularly sensitive content and staff will be fully aware of the children in their class and how they might relate to the lesson content.

We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something confidential, relating to the lesson content, an opportunity will be provided. Pupils' questions will be responded to by all staff (teaching and non-teaching) as they arise in a straightforward way. Factual, simple and correct information will be provided using correct terminology for body parts and functions appropriate to the age of the child. At times, it may be considered more important for a parent/carer to answer a particular question from a child. We will contact the parent in this situation in order to provide some context for the parent/carer.

Each class also has a question box, which gives children the option to write down their questions and receive an answer on a one-to-one basis, rather than in front of the whole class. Distancing techniques will be employed in our Relationships Education, as with other areas of the PSHE curriculum, meaning that children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

In order to meet the needs of all children and to make our lessons engaging, we aim to deliver our Relationships Education curriculum through a variety of teaching methods and interactive activities, including:

- Videos and interactive multimedia
- Discussion tasks
- Group tasks



- Independent learning tasks

The main delivery of RSE is through PSHE, but some aspects are also taught through other subject areas such as science and PE. It is taught by the class teacher, and where possible other members of staff to provide a gender balance, whenever possible. Work in single and mixed gender groups and small groups will be used based on learning and developmental need.

### **7. Assessment, Monitoring and Reporting**

Self-assessment is an important part of learning in Relationships Education and PSHE. Children will reflect on their learning throughout the units. We highly value pupil voice and will take into account the opinions and comments of our children about what they would like to learn.

Staff delivering the Relationships curriculum will critically reflect on their teaching and best practice will be shared through lesson observations, monitoring of planning and children's work and training opportunities.

### **8. Safeguarding**

Teachers are aware that effective Relationships Education, 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. Any concerns arising concerning a child or any indications that a child or children are at risk of harm or in danger will be discussed with the head teacher and/or child protection lead in accordance with the Safeguarding and Child Protection policy.

The use of sexualised language, swear and slang terms, including homophobic or racist language will be addressed with pupils and as appropriate parents/carers.

Visitors and external agencies which support the delivery of Relationships Education will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

### **9. Equality and Diversity**

The school has a legal responsibility to meet our obligations under the Equality Act (2010). We serve a diverse community and recognise our obligation to value this religious, ethnic and cultural diversity through our curriculum. We encourage children to explore and challenge prejudice and stereotypes and to ensure that they are equipped with accurate and up-to-date information about life in modern Britain and British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance.

From the RSE & Health Education document published by the DfE in 2019:

*"In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics."*



## **10. Working with Parents and Carers**

We are committed to working closely with parents and carers. We aim to provide our RSE programme in partnership with parents and carers, ensuring all pupils receive high quality provision in line with national good practice recommendations and statutory requirements. We will communicate with parents in the following ways:

Parent/carer surveys, communication about when the Relationships & Sex Education lessons will be taking place (we will not be informing parents of when we teach Relationships Education as this will be on-going and will be interwoven throughout our curriculum), links to other websites/policies on school website, and home learning opportunities to follow-up learning at home.

Parents and carers have the legal right to withdraw their child from all or part of sex education taught as part of statutory Relationships Education, with the exception of the objectives included in National Curriculum science. Those considering this option are asked to speak with the head teacher in order to find out more about this.

## **11. Curriculum Content: Sex Education**

Department for Education guidance states that by the summer term 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information ([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_\\_Relationships\\_and\\_Sex\\_Education\\_\\_RSE\\_\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf)).

*“The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.”*

Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is taught in Year 6. In this lesson children will learn to:

- Explain the terms “conception” and “reproduction”
- Describe the function of the female and male reproductive systems



- Identify the various ways adults can have a child
- Explain various ways adults can have a child
- Explain the stages of pregnancy
- Identify the laws around consent

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – please see the relevant section within this policy in regard to this process.

The resources we use when teaching the non-statutory sex education units are available for parents/carers to view on our website, and via the PSHE lead or Senior Leadership Team on request.

## **12. Withdrawing children from non-statutory topics**

As previously stated the RSE curriculum consists of both statutory and non-statutory elements:

- Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- Parents do not have the right to withdraw their children from statutory relationships education, health education or the science curriculum.

Parents wanting to withdraw their children are invited to speak to the head teacher, who will be able to discuss parents' specific concerns and to see whether it is possible to adjust the programme to enable children to take part in as much of the lesson as possible. The potential disadvantages of removing the child from these lessons will also be discussed, for example the possibility of children hearing inaccurate information from peers that cannot then be addressed by the class teacher. If the parent still wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the head teacher (see Appendix 3). Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed. If parents wish to deliver lessons themselves at home then the school can help with resources to facilitate this.

## **13. Curriculum content: Statutory Science**

The following curriculum areas are **statutory** and are taught as part of science lessons (see Appendix 2). Children cannot be withdrawn from these lessons.

### **Early Years Foundation Stage children:**

- Learn about life cycles as well as watching chicks hatch.
- Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

### **In Key Stage 1 (years 1 – 2) children learn:**



- To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- To notice that animals, including humans, have offspring which grow into adults
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

**In Key Stage 2 (years 3 – 6) children learn to:**

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age, including the changes experienced in puberty
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parent
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

**14. Links to Other Policies**

Our Relationships Education Policy links to the following other school policies:

- Anti-Bullying
- Anti-Racism
- Behaviour
- Equal Opportunities Policy
- Equalities Statement 2021
- Online Safety Acceptable Use Agreement Staff and Volunteers
- Safeguarding Policy 2021

**15. Reviewing the Policy**

This policy will be reviewed on an annual basis by the Senior Leadership Team and the PSHE Curriculum Lead.

This will ensure that information is accurate and up-to-date and that the views of all stakeholders are heard and considered regularly.

**Appendices**

**Appendix 1:**

The objectives set out by the PHSE Association which meet the statutory requirements for KS1 & 2:

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Please follow this link:

<https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning>

Then download the Programme of Study and refer to pages 8-20

### Appendix 2:

Link to the Science National Curriculum:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>

Please also refer to Haseltine's Science curriculum on our website:

Appendix 3: Parent form: Withdrawal from non-statutory sex education lessons within RSE (please see page 9)





<b>TO BE COMPLETED BY PARENT/CARER</b>	
Name of child	Class
Reason for withdrawing from sex education:	
Name of parent/carer	
Signature	
Date	

<b>TO BE COMPLETED BY THE SCHOOL</b>	
Agreed actions from discussion with parents	
Name	
Date	