



Hillcross Primary School

Relationship, Sex and Health Education Policy

Mission, Vision and Culture

Nurturing our children to think critically and creatively within a collaborative community.

Our outstanding practice ensures our children meet their full potential, both personally and academically, and provides opportunities for them to develop their unique talents and skills. As a nationally recognized Thinking School, we nurture an empathetic community of creative and critical thinkers. We achieve success for all through our dynamic and ambitious curriculum, inclusive learning, promoting fairness and celebrating diversity.

Our vision is to enable a resilient (mental health and well-being) school community of compassionate (fairness) global citizens (environmental sustainability).

The Hillcross values are: aspiration, challenge, compassion, responsibility and respect.

Introduction

This policy has been developed to ensure that staff and families are clear about the statutory requirements regarding Relationship, Sex and Health Education (RSHE), and so that all children receive their educational entitlement. Through the implementation of this policy, the school will meet specific aspects of the legal and statutory requirements including those set out in the 'Relationships and Sex Education, and Health Education (England) Regulations 2019 which are made under sections 34 and 35 of the Children and Social Work Act 2017'.

Relationship, Sex and Health Education (RSHE) is learning about the emotional, social and physical aspects of growing up, keeping safe, relationships, human sexuality, families, health, puberty and conception. Every child is entitled to receive Relationship, Sex and Health Education (RSHE) and at Hillcross we teach all of the aspects of it.

RSHE needs to be taught from the very beginning of primary school so that children learn about their bodies, can recognise if other people make them feel uncomfortable or unsafe and can report abuse and get help. It is a significant element of the teaching of safeguarding and is crucial in ensuring children know how to keep themselves and others safe. Knowledge is power; without knowledge our children will be more susceptible to anxiety, low self esteem, unhealthy relationships and possible abuse.

Relationships and Sex Education(RSE) focuses on:

- the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves:

- a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Many children start puberty before they leave primary school, so it is important that all pupils know what to expect before it happens in order to minimise potential anxiety and upset. As detailed in the Department for Education, *Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*, 'teaching about mental well-being is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely.' As such, it is our intention that all children have the opportunity to experience a programme



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of Relationship, Sex and Health Education at a level which is appropriate for their age and physical development with differentiated provision if required.

RSHE at Hillcross is mostly taught within the PSHE curriculum, but it is also linked to other curriculum subjects such as science and P4C. The purpose of RSHE is to support children and young people to develop self-confidence in preparing for the physical and emotional changes they will experience as they move into adulthood. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop. The purpose is to promote equality and respect for all.

Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not solely take place through the taught curriculum, but through all aspects of school life. Children will often ask questions outside of lessons in order to make sense of their learning. Therefore, it is important that all staff take responsibility for understanding and implementing this policy and the RSHE curriculum.

At Hillcross we believe that the teaching of RSHE should be shared with parents and be mutually supportive and complementary. To ensure our families are fully informed, our RSHE curriculum is featured on the [school website](#), hold annual workshops at the start of the school year and inform parents prior to teaching SRE (Sex and Relationships Education) specific lessons. A ParentMail detailing this information is sent out at least two weeks prior to lessons being taught and includes a short synopsis of the content that will be covered within these lessons. This ensures that parents are given enough notice to discuss any concerns they might have, or seek advice on how to best support their child/ren with questions raised, with the class teacher (or in some instances a member of the Senior Leadership Team).

Aims

Taking account of the age, maturity and needs of the children, our Sex and Relationships Education aims to:

- Provide a framework in which sensitive discussions can take place
- Create a positive culture around issues of sexuality and relationships and develop skills to maintain positive, healthy relationships
- Teach children the correct vocabulary to describe themselves and their bodies (which further supports safeguarding)
- Prepare children for puberty (with regards to the physical and emotional changes), and give them an understanding of sexual development and the importance of health and hygiene
- Provide an understanding of reproduction and the life cycle
- Develop children's skills to cope with the influences of their peers and the media and to dispel myths and misinformation
- Protect, safeguard and promote the wellbeing of all children, including empowering children to protect themselves and to know where to go for help and support.

It also helps children to:

- Develop positive attitudes and values and respect differences in opinion (this is further developed through P4C)
- Help children to develop feelings of self-respect, confidence, sympathy and empathy
- Develop children's ability to use communication skills and to develop assertiveness skills
- Prepare children for taking responsibility for their own actions
- Challenge and prevent prejudice and be upstanders and allies to others



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- Provide children with the confidence to be participating members of society and to value themselves and others

Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

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.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At Hillcross Primary, we teach RSE as set out in this policy.

Curriculum Planning and Delivery

PSHE (which includes RSHE and SRE) is taught weekly through a planned programme of work that is based on the PSHE Association Programme of Study. It has been adapted to meet the needs of the children at Hillcross and brings consistency and progression to our children's learning in this vital curriculum area.

SRE specific lessons (generally 3 lessons per year group) are delivered through the use of the Christopher Winter Project (CWP) 'Confidence in Primary Schools' programme, and are interwoven within the school's PSHE curriculum and taught explicitly according to the PSHE Progression of Skills grid. Biological aspects of RSE are also taught within the science curriculum. Although the CWP project is what we specifically use to teach the Sex Education element of RSHE, these lessons are mostly Health Education based.

It is also supported by inviting experts into school to teach about Female Genital Mutilation (FGM) and about how to protect themselves against peer on peer abuse (in Year 6 children as part of preparation for the transition to secondary school).

We have developed the curriculum in consultation with parents, pupils, governors and staff, and take into account the age, developmental stage, needs and feelings of our pupils. However, if pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online or from alternative sources which are not safe or appropriate.

Our RSHE curriculum is set out below, but we may need to adapt it as and when necessary. The overview of the programme can be seen on the school website. This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children

Primary sex education at Hillcross will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born



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- Safeguarding our children against abuse and harm

At Hillcross, the coverage of the RSHE curriculum is as follows:

In the **Early Years Foundations Stage** (EYFS), children learn about the concept of male and female and about how young animals grow and develop. They will also discuss how to keep themselves clean and healthy, in addition they will be taught how to keep themselves safe by understanding appropriate body boundaries (like closing doors when going to the toilet, keeping their private areas private etc). During their time in the EYFS children will develop skills to form positive relationships and think about relationships with others. This will link to different types of families and how we should respect each other.

HE- Health Education lessons, **RE**- Relationships Education lessons, **SE**- Sex Education lessons

*This highlights the lesson objectives taken from the CWP which we follow to support the teaching of RSHE



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Year 1

Autumn Term:

- What does it mean to be a family? How are families different? (RE)*
- What different ways can you be touched? How do they feel? (e.g. hugs, tickling, kisses punches etc.) (RE)
- What could you do if being touched makes you feel uncomfortable or unsafe. (RE and **Consent**)
- What does it mean to keep something private? (Inc. body parts) (RE)
- Surprise vs Secrets. When and why is it important to ask for permission to touch others? (**Link to consent**) (RE)
- How do we ask for permission to touch others? (RE)

Summer Term:

- What does it mean to be healthy and why is this important? (sleep, eat healthily, exercise, talk about worries and feelings) (HE)
- How do we keep safe in the sun? (HE)
- Which basic hygiene routines should we follow regularly? e.g. hand washing, brushing teeth. (HE)*
- How are you the same and different from others? Know the differences between boy and girl babies (introduce vocabulary for external genitalia. (SE)*)

***Growing and Caring for Ourselves (CWP)- 3 lessons**

- Keeping Clean
- Families and Care
- Growing and Changing

Year 2

Autumn Term:

- What makes a good friend and when do I need to ask for help? (RE)
- Can friends be different and think differently and still get along? (RE)
- How can a community include different people and get along? (RE)
- What is hurtful behaviour, including online? What do I do and whom do I tell if I see or experience hurtful behaviour, including online?(RE)
- What is the difference between happy surprises and secrets? (Secrets can be dangerous)(RE)
- How can I resist pressure to do something that feels uncomfortable or unsafe? (RE and **Consent**)

Spring Term:

- Are all boys born to like blue and football and are all girls born to like pink and ballet? Explain that at birth the only difference is genitalia.(SE)*

Summer Term:

- How can we keep our bodies healthy? Which routines and habits help us maintain good physical health? (HE)
- Why is sleep and rest so important in helping us grow and keep healthy? (HE)
- How do medicines (including vaccinations and immunisations) help us stay healthy? (HE)
- How can we keep our minds healthy? How do we manage 'big feelings' including those linked with change, loss and bereavement?
- When and how do we ask for help, and how can we help others with their feelings?
- How do our bodies change and grow? (Human and animal life cycle, how our needs and bodies change as we grow up.) (Science)*
- How are girls and boys bodies different and what do we call them? (SE) *

Year 3

Autumn Term:

- What different types of families can there be? i.e. single-sex, same-sex, step, foster and adoptive parents (RE)*
- Who would you tell if you feel unsafe in your family? (RE)*
- How should I model respectful behaviour in different situations? (RE)
- How do people show respect and courtesy to different cultures and in wider society? (RE)

Summer Term:

- What choices do I make every day that could affect my health? Identify healthy and unhealthy choices (e.g. food, exercise, sleep). What helps and negatively influences health choices?(HE)
- What is meant by a healthy, balanced diet?(Which habits should we maintain / change?) (HE)
- How does taking regular exercise such as walking or cycling have a positive benefit for your mental and physical health? (HE)
- What are the differences between girls and boys? (SE)*
- What types of touch do people enjoy and what do they dislike? (RE and **Consent**)*

***Valuing Difference and Keeping Safe (CWP)- 4 lessons**

- Family Differences
- Differences: Male and Female
- Personal Space



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- Which are safe/unsafe things which we can put into or on our bodies? (e.g. medicines and creams). How can these affect how we as people feel? (HE)
- * Differences (CWP)- 3 lessons**
- Difference: Boys and Girls
 - Differences Male and Female
 - Naming Body Parts



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Year 4

Autumn Term:

- How can we differentiate between playful teasing, hurtful behaviour and bullying, including online? How should we respond if we witness or experience hurtful behaviour or bullying, including online ? (RE)
- How do you recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable? How do I manage pressures associated with dares? (RE)
- When is it right to keep or break a confidence or share a secret? (RE)

Summer Term:

- Which factors help us to maintain a balanced, healthy lifestyle, both physically and mentally? (HE)
- What does good physical health mean? What are the early signs of physical illness? (HE)
- Which common illnesses can be quickly and easily treated with the right care? Do all illnesses require the doctor or A&E? (HE)
- How can we maintain good oral hygiene and dental health? Include how to brush and floss correctly. (HE)
- Why is it important to regularly visit the dentist? What are the effects of different foods, drinks and substances on dental health? (HE)
- What are the main stages of the human lifecycle? How does my body change as I grow up? Identify external genitalia and reproductive organs.(HE/ Science)*
- What is puberty and what changes does it bring about? (HE/ Science)*
- How is puberty linked to reproduction? (HE / Science)*
- Why are personal hygiene routines during puberty so important? Include washing regularly and using deodorant. (HE)
- How and with whom should we discuss the challenges of puberty? Address appropriate forum (not the playground) and trusted adults. How and where can I get information, help and advice about puberty? (RE)

Year 5

Autumn Term:

- What physical touch is acceptable, unacceptable, wanted or unwanted in different situations? How does it feel in a person's mind and body when they are uncomfortable? (RE and **Consent**)
- How can you tell someone if physical contact is wanted or unwanted? How can you respond? (It is never your fault if you experience unacceptable contact. (RE)
- Who could you tell if you are worried about unwanted physical contact?(RE)

Summer Term:

- Why is sleep important? Discuss how sleep contributes to a healthy lifestyle and healthy sleep strategies to maintain healthy sleep. (HE)
- What are the disadvantages and advantages to being outdoors? Discuss positive: physical and mental health and negative: sun exposure inc. skin damage and heat stroke. (HE)
- How can balancing time online with other activities help maintain your health and wellbeing? Discuss strategies to manage time spent online and foster positive habits e.g. switching phone off at night. (HE)
- How can medicine contribute to our health? Discuss allergies, vaccination and immunisation. (HE)
- How can you prevent the spread of bacteria and viruses with everyday hygiene routines? Recognise the shared responsibility of keeping a clean environment . (HE)
- What are the main stages of the human life cycle and how do our bodies change as we grow up? (HE)
- What are some of the changes that happen to our bodies during puberty? What are the male and female body parts and how do they differ? (HE)
- How does puberty affect the reproductive organs? Which physical and emotional changes occur during puberty? (HE) → Include menstrual wellbeing, strategies to manage the changes during puberty including menstruation and hygiene. (HE) →Key facts to include: the menstrual cycle, erections and wet dreams.

Year 6

Autumn Term:

- What are the similarities and differences between a healthy and unhealthy friendship? What would you do if you or someone else is put under pressure to do something dangerous and/or something goes wrong? Whose responsibility is it to share this with someone? (RE)
- What could you do if you're feeling pressured to do something which makes you feel uncomfortable or unsafe? What if this is happening online? (Discuss strategies and people/agencies available) (RE)
- How can I assess the risk of different online 'challenges' and 'dares'? How do I recognise and respond to pressure from others when I feel worried or uncomfortable? (RE)
- What does **consent** mean and how do I seek and give/not give permission in different situations? How and where do I get advice and report concerns about personal safety? What about online issues ? (RE)

Summer Term:

- How and why do our bodies change during puberty and prepare for reproduction? (HE)
- What emotional and physical behaviours occur to our relationships? (RE)
- What does it mean to be attracted to someone? Understand that people who love each other can be of any gender, ethnicity or faith. (RE)
- What are the qualities of a healthy relationship? Discuss everyone's right to be loved, the difference between gender identity and sexual orientation. (RE)
- How do couples show their love and commitment to one another? Address marriages are a formal and



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<ul style="list-style-type: none"> • Why is it important to take medicines correctly and use household products safely? What is meant by the word 'drug'? Is it a good or bad thing? (HE) • How can drugs affect our health and wellbeing? (HE) • What are the risks associated with drugs common to everyday life? Where and how can I get advice about drugs? (HE) <p>Growing Up (CWP)- 3 lessons</p> <ul style="list-style-type: none"> • Talking about Puberty • Male and Female Changes • Puberty and Hygiene 	<p>Puberty (CWP)- 3 lessons</p> <ul style="list-style-type: none"> • Growing and Changing • What is Puberty? • Puberty changes and Reproduction 	<p>legal commitment of 2 people, forced marriages and how to get help. (RE)</p> <ul style="list-style-type: none"> • What does it mean to have an intimate relationship between consenting adults? How does pregnancy occur? (SE)* • How can we prevent pregnancy? (SE)* • What are positive and negative ways of communicating in a relationship? (RE) <p>Puberty, Relationships and Reproduction (CWP)- 4-6 lessons</p> <ul style="list-style-type: none"> • Puberty and Reproduction • Understanding Relationships • Conception and Pregnancy • Communication in Relationships
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Specific Relationship and Sex (RSE) lessons are identified within the year group curriculum intent grids in yellow highlighting.

How and by whom will RSHE be taught?

Our RSE lessons will be delivered in an age appropriate and sensitive manner and will always be delivered in the context of our school values: aspiration, challenge, compassion, respect and responsibility. We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects. In order to facilitate this, class teachers (who are most familiar to the children and who they feel most safe to share their thoughts, feelings and questions with) deliver these sessions as they know their children best.

The teaching of RSE is taught in mixed gender groups, so that children learn to communicate with each other and develop an understanding of the changes the opposite sex experience and to build empathy for one another. Clear ground rules in class, and across the school, are essential when discussing sensitive subject matter and teaching RSHE. These are established in partnership with the class, then reinforced at the start of each relevant lesson.

As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

As a Thinking School, we actively encourage our children and staff to make use of the thinking tools when learning about sex and relationships in order to organise and record facts and ideas. These include the use of thinking tools such as: thinking maps, thinking hats, thinker's keys, Habits of Mind and Philosophy for Children (P4C). P4C is a great platform for children to express their opinions, challenge one another's ideas (in a respectful manner) and also provide a forum where it is acceptable to agree or disagree with what is being said. This is done within a safe and controlled environment which allows children to ask questions and take more risks than they would ordinarily.



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Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way. However, if staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as: distancing, the use of a question box, or making time to talk to a child individually will be used. Children may also be signposted back to parents/ carers (if the content is not deemed age appropriate) and in such instances, the teacher will contact the parents/carers to give a context to the conversations that have been held in class. Where needed, staff can support families on how best to answer and approach the concern or question at home. A questions box can be made available for pupils to ask anonymous questions, if they so wish. Misconceptions and myths will be addressed.

If any questions or comments raise safeguarding concerns, teachers will refer these to a Designated Safeguarding Lead.

Inclusion

At Hillcross Primary School we are committed to ensuring that the needs of all pupils are met and when thinking 'differentiation', we usually consider delivery method rather than by changes to content. We carefully consider how a diverse range of pupils will relate to lessons taught and are sensitive to all pupils' experiences. To support children, they will be made to feel safe and supported and are able to engage with the key messages.

SEND and vulnerable children will have access to the same topics as every other child, but will be differentiated and adapted to cater for their:

- Cognitive ability
- Age and stage of life
- Maturity
- Experience
- Social understanding
- Interest and understanding

The mantra of, 'Supporting learners to... rather than protecting learners from' is one we adopt. This may mean adapting resources to enable access, changing where the lesson takes place (for example in a nurture room) additional teaching sessions to ensure that children with additional education needs (or other needs linked to previous experiences, trauma or emotional regulation) fully understand the concepts in the RSHE curriculum. Alternatively, it may require additional support within lessons, working in a smaller group or on a 1:1 basis. Certain children would also benefit from seeing the information digitally or having their own set of slide notes. Learners with SEND might need more: time, overlearning, sensory engagement, real life examples, emphasis on life skills, transition time in and out, question opportunities after the lesson or to recap and connect with previous learning.

Assessment

"It is important for pupils to have opportunities to reflect on their learning, especially when that learning relates directly to the individual's identity – their personal qualities, attitudes, skills, attributes, achievements and influences. It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs. Assessment increases pupils' motivation and improves learning, as their increased awareness of their own progress and development illustrates the value of their learning."

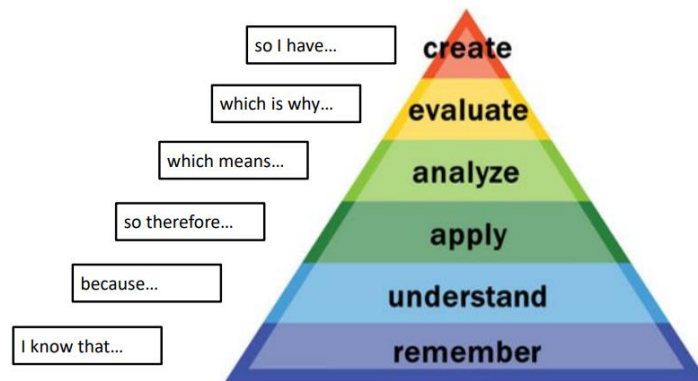
PSHE Association (2020)

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Staff will do this in creative ways such as: filming pupils speaking or completing group activities, capturing sound bites from class discussions, photocopying collaborative work for individual books, writing thought bubbles reflecting on what has been learnt, role play scenarios, writing a blog, creating a comic strip etc. Questioning is also used to assess RSHE throughout, and at the end of sessions, to gain a deeper understanding of what children have learnt, understood and applied. Higher order thinking is developed, and children are encouraged to develop answers in response to: why, how and what if questions. Using Blooms Taxonomy is a successful technique as it encourages children to develop their higher order questioning and thinking skills. General comments about PSHE will be included in annual reports to parents.



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Using Blooms taxonomy in RSE



Assessment must be meaningful, inform future planning and learning and must be built into all RSE lessons. When assessing, staff will consider the skills learnt (whether the learning objective and success criteria have been met), the children's attitudes as well as knowledge acquired.

RSE and safeguarding

A comprehensive SRE curriculum is imperative in keeping children safe. In line with *Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers* (July 2018), grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, is addressed sensitively and clearly. In Year 5 we address the physical and emotional damage caused by female genital mutilation (FGM), where support is available and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, children are supported in recognising when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence and strategies to manage this or access support for oneself or others at risk. This will be done in an age appropriate manner and where it is deemed appropriate workshops will be run by specialists in this area in conjunction with school staff.

Diversity and Inclusion

At Hillcross Primary School we pride ourselves on being an educationally inclusive school. We fully uphold our duty under the [Equality Act 2010](#) to ensure that teaching is accessible to all children, including those who are and/or have family members or friends who are lesbian, gay, bisexual or transgender (LGBT+). Inclusive SRE fosters good relations between children and tackles all types of prejudice – including homophobia – and promotes understanding and respect. This enables Hillcross Primary School to meet the requirements and live the intended spirit of the Equality Act 2010 and uphold the British Values of Individual Liberty and Mutual Respect and Tolerance for Different Faiths and Beliefs.

All children – whatever their experience, background and identity – are entitled to a high quality RSHE curriculum that helps build confidence, a positive sense of self and the knowledge they need to stay safe and healthy. All classes include pupils with different abilities and disabilities, experiences and backgrounds, gender and sexual identities. Staff ensure that content, approach and the use of inclusive language reflect the diversity of the school community and help each and every pupil to feel valued and included in the classroom.

Links to Spiritual, Moral, Social and Cultural Development including British Values

All schools in England must show how well their children develop in the areas of Spiritual, Moral, Social and Cultural development (SMSC), which also encompasses the promotion of fundamental British Values. The Hillcross planning structure requires teachers to consider, and make links to, all aspects of SMSC throughout the curriculum and this applies to RSHE in varying ways according to the topics being taught.



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The contribution of RSHE to other curriculum areas and the school community

RSHE forms part of our school Curriculum Intent to provide a broad and balanced education to all children. The RSHE curriculum is part of the Personal Social Health Education curriculum and is linked to the curriculum in relevant subjects such as: Science (human growth and reproduction); ICT/Computing (online safety); RE and History.

With regard to the wider school community, the teaching of RSHE contributes to:

- Safeguarding children
- Helping children keep themselves safe from harm both on and offline
- Enjoying their relationships and building confidence in accessing services if they need help and advice
- Promoting their emotional wellbeing and improving their ability to achieve in school
- Creating a positive ethos and environment for learning
- Promoting a better understanding of diversity and inclusion,
- Reducing bullying and gender-based and homophobic prejudice, and
- A deeper understanding of what positive relationships look like.

Roles and responsibilities

The governing board will approve the RSE policy, and hold the headteacher and senior leadership team to account for its implementation. The policy is reviewed annually by the PSHE/ RSHE lead.

The Senior Leadership Team (SLT)

The Senior Leadership Team is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to remove pupils from non-statutory components of RSHE. They are also responsible for ensuring that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. If staff are less confident in leading sessions (especially SE lessons), another staff member can team teach or model how to teach a given lesson.

The PSHE Lead monitors and reviews the RSHE Curriculum Intent and Implementation and updates this policy annually and reports to governors on the effectiveness of the policy. Monitoring and evaluation enables us to:

- Identify strengths
- Identify areas for development and take appropriate actions
- Ensure consistency in continuity and progression
- Provide appropriate support and resources
- Ensure needs of children are being met
- Share good practice

Staff are responsible for:

- Delivering RSHE in a sensitive manner
- Modelling positive attitudes to RSHE
- Responding to the needs of individual pupils
- Liaising with parents and informing them of upcoming sex education lessons
- Responding appropriately to pupils whose parents wish them to be removed from the non-statutory components of RSE and then referring these families to the SLT to engage in further discussions



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- Assessing the progress of children within the curriculum

Parents

At Hillcross Primary School we are aware that the primary role in children's RSHE lies with parents and carers. This is summarised in the Department for Education, *Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*, which states that 'parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and have told us that they see building on what pupils learn at home as an important part of delivering a good education'.

We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation.

In promoting this objective, we:

- Inform parents about the school's RSHE Policy and Curriculum via our school website and annual workshops.
- Inform parents when the Sex and Relationships element of the curriculum is being taught.
- Answer any questions that parents may have about the RSHE curriculum
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Sex and Relationships Education in the school.

Pupils

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

Parents' right to remove their children from lessons

The RSHE curriculum consists of both statutory and non-statutory elements. As per the Department for Education, *Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*:

- Parents do have the right to remove their children from the non-statutory/non-science components of sex education within Relationships and Sex Education (RSE). This is mainly related to how a baby is conceived and born and that pregnancy can be prevented (at a very basic level).
- Parents do not have the right to remove their children from statutory Relationships Education, Health Education or the science curriculum.

It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

Parents wanting to remove their children from the non-statutory/non-science components of sex education within RSE are, in the first instance, invited to speak to the class teacher or RSHE lead (Tanja Doig) to share their concerns and to discuss the potential impact that removal may have on their child.

At Hillcross, we believe all children, irrespective of their religious denomination, have a right to receive all aspects of the RSHE curriculum and therefore strongly encourage parents to consider the detrimental effects that removal might have on their child. This could include the social and emotional effects of feeling excluded, as well as confusion caused by the likelihood of the excluded child hearing their peers' version of the curriculum content, rather than what is actually covered. Furthermore, given the ease of access to the internet, children whose



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questions go unanswered may turn to inappropriate sources of information to find out about the aspects of RSE being discussed by their peers or that they hear about in other forums.

It is important for parents to recognise that since many aspects of the RSHE filter into other lessons either as part of our planned cross curricular approach to the curriculum, or incidentally through the comments and questions of other children, we cannot guarantee that appropriate references will not be made outside of planned lessons - once again this could cause confusion and a feeling of isolation for those children who have been removed from the elements of RSE lessons.

Most importantly, RSHE learning safeguards children from potential harm and also prepares them for the changes that they will experience, both physically (like the growth of pubic hair, menstruation etc.) and emotionally.

If the parent still wishes to remove the child from the non-statutory/non-science components of sex education within RSE, requests for removal should be put in writing and addressed to the RSHE Lead or Headteacher (please see the Parent Form: Withdrawal from Sex Education on page 15). Records will be kept of all correspondence in relation to this process. Once a child has been removed, they cannot take part in the non-statutory/non-science components of sex education within RSE until the request for removal has been removed in writing.

Alternative work will be given to pupils who are removed from Sex Education and that child will go to another class for the duration of the lesson.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

Confidentiality

RSHE lessons are delivered in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with our Safeguarding and Child Protection Policy.

The classroom is never a confidential place to talk and that remains true in sex and relationship education. At the beginning of RSHE lessons, children are reminded that lessons are not a place to discuss their personal experiences and issues – or to ask others to do so – through the establishment of ground rules set and agreed by the class.

If a pupil tells a member of staff something personal, on a one-to-one basis outside of the classroom, staff let the child know that they may not be able to keep that information confidential. As such, they explain they may need to get help or advice from a Designated Safeguarding Lead or Senior Leader. Children are always kept informed about how any information they have disclosed will be treated by the school and who will have access to it.

Specific Issues within RSHE

Language

During all RSHE lessons, the correct terms for all body parts and functions will be used. For example, vagina, penis and testicles will be used rather than 'minnie', 'willy' and 'balls'. Sex-related slang words will be clarified in a factual way and it is made clear to pupils which words are potentially offensive and that from this point onwards, it is expected that the correct terms will be used. This aims to prevent bullying of children for not knowing definitions and points out the offensive nature of some words.

Challenging Bias

The content of the RSHE curriculum may be perceived by some as controversial. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias when evaluating the source of their information.



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Answering Difficult Questions

Both formal and informal RSHE Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned. Staff can also tell children they need time to reflect on how to best answer a question if they are unsure of the most appropriate response, and seek advice and guidance before responding.

Sexual Identity and Sexual Orientation

Hillcross Primary believes that RSHE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly, yet sensitively in line with our Anti-Bullying Policy.

Pupils' Access to Help and Support

At Hillcross we share and display information about external agencies that support the welfare of children, such as Childline, throughout the school and it is also available on our school website. If children or families have specific concerns, the School Nurse can offer confidential advice.

Girls who start their periods at school are given confidential advice and support by members of staff and where appropriate, are given the opportunity to keep a bag with sanitary towels or spare clothes in designated toilets so that they are able to maintain their privacy.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We are committed to treating all members of the school community fairly and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any member of the school community and it helps to promote equality and accessibility at our school. The curriculum is planned to be inclusive and meet the needs and interests of a full range of learners. Activities and resources will be differentiated and adult support used to ensure that children access the curriculum and make the best possible progress.

Safeguarding Commitment

The school is committed to safeguarding and promoting the welfare of children, in line with the most recent version of Keeping Children Safe in Education, and expects all staff and volunteers to share this commitment. We take seriously our duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. We work closely with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is recognised as a specific safeguarding issue and is addressed in line with the Government Prevent Strategy and The Counter-Terrorism and Security Act 2015.

Privacy Policy

Hillcross School is committed to ensuring protection of all personal information that we hold. We recognise our obligations under the GDPR and Data Protection act 2018. Our practice is documented in our Data Protection Policy.



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Monitoring and Evaluation

Written: October 2017

Reviewed: September 2020, July 2021, July 2022, April 2023

Date of next review: April 2024

Click [this link](#) to access 'Parent Form: Withdrawal from Sex Education within RSE':