



# St Hilary's School

## Relationships Education, Relationships and Sex Education and Health Education Policy

### Introduction

In 2020, statutory guidance requires all pupils to undertake Relationships education, Relationships and Sex Education (RSE) and Health Education.

[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)

‘To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.’ (RSE Statutory guidance paragraph 60)

This policy has been prepared and subsequently amended in consultation with parents, staff and governors. At St. Hilary's we actively promote democracy, the rule of the law, individual liberty, and respect those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer, as does our School Motto ‘Not for oneself but for all.’

St. Hilary's Preparatory School is an equal opportunities school and PSCHE should be taught in line with our Equal Opportunities and Inclusion Policy. All pupils within school will have the same opportunity to realise their potential regardless of gender, ability, ethnicity, religion, language, class and physical ability. Some key points are:

- Equality of opportunity is a cross-curricular issue; opportunities are identified and utilised in each curriculum area or topic.
- The language and learning needs of bilingual pupils are acknowledged in all subject areas.
- The use of assessment contributes to a positive understanding of race, gender, disability, equality, ethnic and cultural diversity.
- Children should work in a variety of different groupings depending on a particular activity. They work individually, in pairs or in groups (e.g. same ability, mixed ability, single sex, friendship, role model etc.).
- We offer activities of a non-stereotypical nature.
- Children have opportunities to share cultural and other experiences in the classroom.
- That the relationships education and RSE is accessible for all our pupils and takes into account that some pupils are more vulnerable to exploitation, bullying and other

issues on account of their SEND.

St. Hilary's Preparatory School is a Rights Respecting School and therefore this policy is based on Children's Rights with the responsibility of all named parties to ensure that these rights are inviolate. The school has three commitments that underpin this policy:

- To learn
- To be safe
- To show mutual respect

St. Hilary's school holds values central to all of its work and therefore this RSE policy must be applied in line with the school's values system. This philosophy is essential to this RSE policy and all named parties need to be guided by this principle when applying this policy.

### **Aims**

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

- Provide a 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, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

### **Statutory Requirements**

The Education Act 2002 sets out the statutory duties which all schools, including academies, are required to meet: 'Every state-funded school must offer a curriculum which is balanced and broadly-based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life'

The Education Act 1996, as amended by the Learning and Skills Act 2000, requires the Headmistress and governing bodies to have regard to national guidance on Sex and Relationships Education in schools and to protect children from unsuitable teaching and materials. Under the Children Act 2004 schools have a duty to promote the well-being of their pupils and good quality RSE contributes to this duty.

Furthermore, we recognise that as a school we have a responsibility under, the Equality Act 2010, The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education. RSE will become statutory in all schools from September 2020. The law requires that Relationships and Sex Education (RSE) is to be taught in all

secondary schools in England, and that Relationships Education is to be taught in all primary schools in England. Primary schools are also required to teach the elements of sex education contained in the science curriculum, and Health Education will also be mandatory in all Government-funded schools, which includes content on puberty.

At St. Hilary's Preparatory School, we teach RSE as set out in this policy.

### **Definition**

RSE (formerly SRE) is about 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.**

### **Delivery of RSE**

In line with recommended good practice in RSE, our programme is planned to ensure children develop attitudes and beliefs, skills, and the knowledge and understanding which can help support their grasp of the concepts being taught. These will include the following:

**Skills** – these will be linked to the skills the children learn in PSCHE but will focus more on how they relate to healthy and successful relationships. For example, being able to communicate, listen, negotiate, ask for and identify sources of help and advice. Children will also effectively develop skills in:

- negotiation
- making choices on probable outcomes
- assertion
- listening
- recognising pressures from other people and how to resist them
- dealing with challenging prejudice
- seeking help from adults – including parents, carers and professionals
- differentiating between accurate and inaccurate information

**Beliefs and Attitudes** – Understanding that there are a wide range of beliefs and views on sex and sexuality. Children will have the opportunity to talk in a balanced way about different opinions and learn that they can agree or disagree with the cultural, religious or moral views of others. Among the values and attitudes they will explore are:

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life and loving, stable relationships for the nurture of children
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision making

**Knowledge and Understanding** – Children get information about sex and sexuality from a

wide range of sources, including each other, through media advertising, television, music (and music videos), magazines, as well as leaflets, books and websites. The RSE lessons will start by finding out what children already know and will aim to add to their existing knowledge and correct any misinformation they have. The knowledge and understanding component of RSE includes:

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction and sexual health
- understanding emotions
- learning about the importance of committed relationships

RSE is taught within the Personal, Social, Citizenship, Health and Economic (PSCHE) curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Studies, Philosophy and other curriculum areas. For Further information, refer to the Science Policy, Religious Studies Policy, Philosophy Policy, PSCHE Policy, SMSC Policy and Promoting Positive Mental Health and Wellbeing in School Policy).

At St. Hilary’s Preparatory School, we follow the PSCHE Association Schemes of work. The Christopher Winter Project ‘Teaching RSE with Confidence in Primary Schools: Years Reception-6,’ and Barnardo’s ‘Real Love Rocks’ are additional resources used to supplement this scheme.

		Autumn: Relationships			Summer: Health and Wellbeing		
		Families and friendships	Safe relationships	Respecting ourselves and others	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Rec	Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.	Confident to speak to others about own needs, wants, interests and opinions.	Takes steps to resolve conflicts with other children, e.g. Finding a compromise.	Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.	Encompassing the unique child who is constantly learning and can be resilient, capable, confident and self-assured.	Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.	
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online	
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies	
Year	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful	Recognising respectful behaviour; the importance of self-respect; courte-	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places	

		behaviour	sy and being polite			
<b>Year 4</b>	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
<b>Year 5</b>	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid
<b>Year 6</b>	Expressing opinions and respecting other points of view	<b>Growing and Changing</b> CV- My strengths, personal identity confidence, values.	Body Image – respecting myself and others Healthy eating/Online/Self respect/Esteem)	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing Transition  <b>Safe Relationships</b> Attraction to others; romantic relationships; civil partnership and marriage  Healthy Relationship Recognising and managing pressure; consent in different situations	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

### When is it taught?

In both Pre-Prep and Prep, teachers inform children about puberty and how a baby is born. For this aspect of the school’s teaching, we follow the guidance material in the National Curriculum for Science.

**EYFS children** learn about the concept of male and female, including body part names and about young animals. In ongoing PSED (Personal, Social and Emotional Development) learning, they develop skills to form friendships and think about relationships with others.

**In Pre-Prep** we teach children about how animals, including humans, move, feed, grow and reproduce and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. Through work in Science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RS and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

In Prep we teach about life processes and the main stages of the human life cycle in greater depth. Children will find out about different types of reproduction, including sexual and asexual reproduction in plants, sexual reproduction in animals and compare these to human reproduction. The main teaching of Relationships and Sex Education takes place at the end of Year 5 and in Year 6. We have detailed it, as it is taught at St Hilary's for these two year groups, as this is when parents may have the main concerns due to the content of the curriculum.

### **Why is it taught?**

The DFE states in their guidance (2000) that; "effective Sex and Relationship Education does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others." We believe it is important to address this area of the curriculum because Britain has one of the highest teenage pregnancy rates in Europe. In developing the Teenage Pregnancy Strategy beyond 2010 ([www.education.gov.uk](http://www.education.gov.uk)) the government commissioned a review of the evidence regarding what works in RSE. This review provides a research base from which to develop RSE for all children 6 and young people. Conclusions aimed at reducing unintended conceptions in young people clearly indicate that high quality sex and relationship education should, amongst other things:

- Empower pupils
- Offer a positive and open view of sex and sexuality, and support sexual self-acceptance
- Be sustained by working within a theoretical framework
- Meet local needs
- Ensure the entitlement of all children to Sex and Relationship Education and undertake specific work to meet the needs of vulnerable and marginalised children and young people
- Be provided early, before puberty, before feelings of sexual attraction and before young people develop sexual relationships
- Reinforce value messages
- Focus on risk reduction
- Use active learning and participatory techniques
- Avoid focusing too heavily on biological issues
- Ensure that children and young people have a critical awareness of the messages that are portrayed in the media.

### **Dealing with Difficult Questions**

We recognise that RSE can raise challenging questions due to children's natural curiosity. All staff receive training and support on delivering the curriculum and answering difficult questions. Some of the strategies we use within RSE to create a safe and secure environment are:

- Agreeing ground rules with the class prior to the topic being taught
- Clarifying that personal questions will be asked
- If a teacher doesn't know the answer to a question this will be acknowledged
- If a question is too explicit or is age inappropriate for the pupil or the whole class, then it should be acknowledged with a promise to deal with the question later on
- If a question is raised which alerts a member of staff that a pupil is at risk of sexual abuse

then the school's safeguarding procedures should be followed

- Clarify that pupils should not give out personal information or use personal names in class, but speak to someone they trust after the lesson, e.g. class teacher, pupil mentor.

Values we will promote through the curriculum are:

- respect for oneself and other people
- taking responsibility for one's actions in all situations
- honesty and loyalty in relationships
- the importance and responsibilities of the family unit for all members
- sensitivity towards the needs and views of others, especially if those views are different to one's own
- to recognise the physical, emotional and moral implications and risks of certain types of behaviour
- accepting that different people are entitled to hold different views and to respect this right.

In accordance with the Learning and Skills Act 2000, through RSE children learn about the importance of loving and lasting relationships when creating a supportive family life. Finally, they learn that not all people make the same choices about the kinds of relationships they want and the different choices people make about entering into loving, committed relationships should be respected

## **Roles and Responsibilities**

### **The Governing Body**

The Governing Board has delegated the approval of this policy to the Headmistress.

### **The Headmistress**

The Headmistress, alongside the PSCHE Lead is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

### **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 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 Headmistress.

### **Pupils**

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

### **Parents Right to Withdraw**

Any parent has the right to withdraw their child from the Sex Education part of the RSE programme delivered in this school. From September 2020, there is no longer the right to withdraw from Relationships Education along with those parts of the programme that are covered by the Science National Curriculum. Parents wishing to exercise this right should make an appointment to see the Headmistress to discuss how this will be managed. Relevant year group parents will be informed by the school before their child's is taught the Sex Education part of the RSE curriculum. The curriculum map attached as part of this policy also gives an overview of when each topic is taught throughout the school.

Parents will be encouraged to support their children at home by discussing some of the issues covered in RSE. This will ensure children have the opportunity to further explore and develop their thoughts and ideas. To assist parents with this, the school will organise a forum and ensure that a letter is communicated to parents prior to any key topics.

### **Safeguarding Children & Confidentiality**

RSE may sometimes bring about disclosures of child protection issues. If we have any reason to believe a pupil is at risk, we are required to inform the Child Protection Officer of any concerns about something a child has said or done. Confidentiality cannot be guaranteed for children or their parents. If any individual is in possession of information that they feel may indicate a child is at risk of harm in any way they will report this.

### **Monitoring Arrangements**

The delivery of RSE is monitored by the PSCHE Leader (a member of the SLT and DSL) through:

Monitoring arrangements consist of planning and book scrutinies as well as pupil voice. Pupils' development in RSE is monitored by PSCHE teachers and Class / Form teachers as part of our internal assessment systems.

**Created: August 2020, June 2021, August 2021, May 2022, June 2022**

**Next Review: June 2023**

**Person responsible: Mrs Gemma Mitchell (Deputy Head)**