



**Hinchley Wood Primary School**

**Relationships and Sex Education Policy**

**Date: December 2020**

**Governors Responsible:** Local Governing Body

**Staff members responsible:** Mrs Moore (PSHE Lead) In consultation with Miss Clow and Miss Jayne (Assistant Head Teachers)

**Review period:** Annually

**Last reviewed:** December 2020

**Next due for review:** Sept 2021

## **RELATIONSHIPS AND SEX EDUCATION POLICY**

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.

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.

The aims of relationships and sex education (RSE) at our school are to provide a framework in which sensitive discussions can take place, to prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene. It will help pupils develop feelings of self-respect, confidence and empathy. It will also keep children safe and extend personal and social skills. It will help children to learn the value of respect, care and love and to value family life within stable, loving and committed relationships.

At Hinchley Wood school we will create a positive culture around issues of sexuality and relationships and teach pupils the correct vocabulary to describe themselves and their bodies. The new curriculum will be mandatory from **September 2020**.

“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.” (DforE, 2019)

### **Curriculum Content**

Relationships and Sex Education is taught weekly through a planned programme as part of work that follows the Jigsaw PSHE programme. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory collective worship, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons).



### Jigsaw RSE Content

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle that will always be taught in the second half of summer term.

Year Group	Piece Number and Name	Learning Objectives 'Pupils will be able to...'
EYFS	<b>Piece 1</b> My body	<ul style="list-style-type: none"> <li>name parts of the body</li> </ul>
	<b>Piece 3</b> Growing up	<ul style="list-style-type: none"> <li>understand that we all grow from babies to adults</li> </ul>

### Key Stage 1

Year Group	Piece Number and Name	Learning Objectives 'Pupils will be able to...'
1	<b>Piece 4</b> Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina, vulva, anus)</li> <li>respect my body and understand which parts are private</li> </ul>
2	<b>Piece 4</b> Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina vulva, anus) and appreciate that some parts of my body are private</li> <li>tell you what I like/don't like about being a boy/girl</li> </ul>

### Lower Key Stage 2

Year Group	Piece Number and Name	Learning Objectives 'Pupils will be able to...'
3	<b>Piece 1</b> How Babies Grow	<ul style="list-style-type: none"> <li>understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</li> </ul>
	<b>Piece 2</b>	<ul style="list-style-type: none"> <li>understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow</li> </ul>

	Babies	<ul style="list-style-type: none"> <li>express how I might feel if I had a new baby in my family</li> </ul>
	<b>Piece 3</b> Outside Body Changes	<ul style="list-style-type: none"> <li>understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</li> <li>I can identify how boys' and girls' bodies change on the outside during this growing up process</li> </ul>
	<b>Piece 4</b> Inside Body Changes	<ul style="list-style-type: none"> <li>identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</li> </ul>
<b>Year Group</b>	<b>Piece Number and Name</b>	<b>Learning Objectives</b> <b>'Pupils will be able to...'</b>
4	<b>Piece 2</b> Having A Baby	<ul style="list-style-type: none"> <li>correctly label the internal and external parts of male and female bodies that are necessary for making a baby</li> <li>understand that having a baby is a personal choice and express how I feel about having children when I am an adult</li> </ul>
	<b>Piece 3</b> Puberty	<ul style="list-style-type: none"> <li>know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</li> <li>know how a girl's body changes in order for her to have babies (menstruation)</li> </ul>

### Upper Key Stage 2

<b>Year Group</b>	<b>Piece Number and Name</b>	<b>Learning Objectives</b> <b>'Pupils will be able to...'</b>
5	<b>Piece 2</b> Puberty for Girls	<ul style="list-style-type: none"> <li>explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally</li> <li>understand that puberty is a natural process that happens to everybody and that it will be OK for me</li> </ul>
	<b>Piece 3</b> Puberty for Boys and Girls	<ul style="list-style-type: none"> <li>describe how boys' and girls' bodies change during puberty</li> <li>express how I feel about the changes that will happen to me during puberty</li> </ul>
	<b>Piece 4</b> Conception	<ul style="list-style-type: none"> <li>understand that sexual intercourse can lead to conception and that is how babies are usually made</li> <li>understand that sometimes people need IVF to help them have a baby</li> <li>appreciate how amazing it is that human bodies can reproduce in these ways</li> </ul>

## Upper Key Stage 2

Year Group	Piece Number and Name	Learning Objectives 'Pupils will be able to...'
6	<b>Piece 2</b>  Puberty	<ul style="list-style-type: none"> <li>explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty</li> </ul>
	<b>Piece 3</b>  Babies – Conception to Birth	<ul style="list-style-type: none"> <li>describe how a baby develops from conception through the nine months of pregnancy, and how it is born</li> <li>recognise how I feel when I reflect on the development and birth of a baby</li> </ul>
	<b>Piece 4</b>  Boyfriends and Girlfriends	<ul style="list-style-type: none"> <li>understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend</li> <li>Understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to.</li> </ul>

## How Relationships and Sex Education is organised in the curriculum

RSE is not delivered in isolation, but firmly embedded in all curriculum areas including Personal, Social, Health and Economic (PSHE) education, Citizenship and Science. At Hinchley Wood Primary, the main RSE content is delivered as part of a wider topic to provide a context for learning. Many aspects of RSE are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child.

- RSE is normally delivered by class teachers in mixed or single gender groups, as appropriate.
- PSHE Ground Rules are used in all PSHE and RSE lessons.
- Resources used are flexible in order to meet the needs of the pupils and curriculum. A selection of these can be viewed during the parent sessions.
- Correct scientific vocabulary will be used throughout the RSE and PSHE curriculum.
- RSE is delivered through a varied range of activities, which promote dialogue and understanding. These include: circle time, active teaching and learning, role play/scenarios, card sorting and discussions.
- External agencies may be invited to support the delivery of RSE. These include: the school nurse and the police.
- External agencies and visitors are familiar with and understand the school's RSE policy and safeguarding policy and work within these documents.

- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance.
- All visitors are supervised/supported by a member of staff at all times.

### **Questions Raised by Pupils**

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject. A set of ground rules are established prior to the delivery of a unit of work so that both teachers and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions. Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development. Teachers will use their professional skill and discretion before answering questions and, if necessary, will deal with questions on an individual basis after the lesson. Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with the child's parents. Teachers are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue. The usual standards of confidentiality between child and teacher will be observed, except where a child's question or response may need to be discussed with a Designated Safeguarding Lead.

### **Equal Opportunities**

As a school we ensure that effective Relationships and Sex Education is available to all pupils and is sensitive to the needs of individual pupils', culture, faith and family background. Where pupils have specific educational needs, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum.

### **Parental involvement**

Hinchley Wood Primary School is committed to working with parents and believes that it is important to have the support of parents and the wider community for the PSHE and RSE programme. Parents are provided with the opportunity to find out about and discuss the school's programme through the relevant year groups' RSE curriculum meetings, parents' evenings, in policy development and on the school website.

To further promote effective communication and discussion between parents and their children, we notify parents when particular aspects of RSE will be taught through termly curriculum letters. If there are any questions about the curriculum

content we advise speaking to the class teacher in a positive, sensitive and proactive manner.

### **Withdrawal from RSE Lessons**

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p.17

At Hinchley Wood School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle. We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw ‘Changing Me’ Puzzle e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

Information about the non-statutory content of RSE lessons will be shared with parents prior to curriculum delivery during parent sessions. It can also be viewed on our school website. Those parents/carers wishing to exercise this right are invited in to see a member of the senior leadership team who will explore any concerns and discuss any impact that withdrawal may have on the child. Any withdrawal will be granted with support from the head teacher.

Some elements of Relationships and Sex Education are covered through our Science curriculum. Learning objectives covered contribute towards learning about ‘animals, including humans’. Parents/carers cannot withdraw their child from Science lessons and therefore their children will be taught the objectives below:

Year 1	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Year 2	Notice that animals, including humans, have offspring which grow in to adults.
Year 5	Describe the changes as humans develop to old age. Describe the life process of reproduction in some plants and animals.
Year 6	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

## **Assessment**

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences. Every child, in KS1 and KS2 has a PSHE book to record their learning and this is also used as an assessment tool. For the early years, evidence of learning will be on tapestry or in the children's Learning logs.

## **Roles and responsibilities:**

### **The Governing Board**

The Local Governing Body will approve the RSE policy, and hold the head teacher to account for its implementation.

### **The Head Teacher**

The head teacher 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.

### **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 PSHE lead.
- All teaching staff are responsible for leading the learning about relationships. Year 5 and Year 6 teaching staff are responsible for the agreed non-statutory elements of the curriculum.

### **Pupils**

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

### **Monitoring and Evaluation**

The PSHE subject leader will monitor delivery of RSE through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation will be based on:

- Pupil and teacher evaluation of the content and learning processes
- Monitoring of PSHE books and learning environments
- Staff meetings to support colleagues in all aspects of the curriculum and to review and share ideas



## **References:**

Department for Education, (2019) Relationships Education, Relationships and Sex Education (RSE) and Health Education, GOV.UK. [Available from: [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)]

Link to Jigsaw RSE parent guide

<https://www.jigsawpshe.com/wp-content/uploads/2019/06/RSE-Guide-for-Parents-and-Carers-leaflet-2019-2020.pdf>