



# Relationship and Sex Education Policy

**Adapted from Manor School, NW London  
(with permission) by Alison Ashworth in September  
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**Reviewed September 2022  
Nominated Governor: Quality and Outcomes Committee**

**Signed:**

**Date:**

**Review date: November 2023**

## **Introduction**

Heltwate School's Relationship and Sex education policy is based on current DfE guidance and new government expectations of 2020.

In this document, relationship and sex -education is defined as "learning about physical, moral and emotional" development. It understands the importance of stable and loving relationships, marriage for family life, respect, love and care.

Relationships and Sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science and PE whilst others are taught as part of personal, social, health and economic education (PSHE) with regard to matters of morality and individual responsibility, in a way that allows pupils to ask and explore moral questions. "We do not use sex education as a means of promoting any form of sexual orientation"

Research shows that RSE supports the wellbeing of, helps to safeguard, pupils and young people and is more effective when home and school are involved.

## **Statement of Intent**

We must provide Relationship and Health education to all pupils at Primary and Secondary level and sex education to pupils in the secondary phase

RSE is an integral part of pupil's emergence into adulthood and pupils with special educational needs and disabilities must have the same opportunity to benefit from an RSE curriculum.

Teaching and resources will be differentiated as appropriate to meet the needs of individual pupils in order to support them in making choices and keep safe whilst building positive relationships in school, home and the community.

## **RSE at Heltwate School**

Our RSE provision is personalised as appropriate to meet individual needs of our pupils and based on their:

- ☐ Age
- ☐ Physical mental and emotional development.
- ☐ Special educational needs and disabilities

At Heltwate School we use the PSHE Association Scheme of Work to plan the sequence and theme of our RSE curriculum throughout the school.

Relationship and Sex Education is a sensitive theme and is delivered according to the pupils' needs. RSE is not an isolated subject and is delivered developmentally throughout life and as an integral part of our school curriculum especially PSHE, Science and Life skills, and, as such is addressed throughout every phase of school beginning with the Reception classes.

We strive to prepare our pupils to cope with the physical, emotional changes and challenges of growing up and becoming an adult.

RSE empowers pupils through use of explicit vocabulary and awareness of their own rights whilst learning to respect the rights and feelings of others.

RSE enables pupils to understand the processes of growth and change, and it provides the context for the development of a positive self-image.

HELTWATE Schools respect and celebrate diversity within the framework of British values, democratic rights and the rule of law.

## **Principles and Values**

In addition, Heltwate School believes that RSE should

- Recognise that parents/carers are key in teaching their children about RSE and growing up and that some Themes in RSE can be sensitive. We work in close partnership and listen to their opinions and consult them about the content of class, group and individual RSE programmes.
- Recognise that the wider community has much to offer and aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.
- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life and be relevant to pupils at each stage in their development and maturity.
- Be an entitlement for all young people
- Is taught by people who care and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- Have a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation, communication skills, and accessing services
- Encourage every pupil to contribute to our school aims
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness.
- Recognise that „family“ is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches

## **Aims of RSE Education**

The aim of RSE is to support the Emotional, personal and social development of all pupils, and to provide pupils with age appropriate information, as an entitlement, in order that they enjoy positive relationships based on mutual respect and free from any sort of abuse.

We aim to:

- Teach pupils strategies to keep themselves safe and say „No“
- Provide effective ways for pupils to communicate feelings and when they feel unsafe
- Enable pupils to understand concepts of public, private and choices (including personal space and body boundaries)
- Teach pupils to respect and care for their bodies

- Encourage acceptance of sexuality by providing appropriate vocabulary for all parts of the body and encourage positive attitudes to bodily functions
- Support pupils understanding of on/offline safety, consent, violence and exploitation
- Enable pupils to understand that they are growing older and that their bodies and emotions are changing as they develop and grow
- Provide constant reassurance that change is part of the life-cycle and to support pupils in adjusting to these changes
- Teach pupils to develop responsibility for their own personal hygiene
- Develop an understanding of the importance of a healthier safer lifestyle
- Support pupils to look out for their friends and peers
- Know how they may feel if they or their friends are being bullied
- Develop skills (communication skills, language, decision making, choice assertiveness) and make the most of their abilities.
- Develop skills in order to make positive decisions about their health-related behaviour
- Ensure pupils are aware of keeping safe online (see E-Safety guidelines as set out in the E-Safety Policy)

## **Equal Opportunities**

All pupils access RSE teaching appropriate to their age and developmental level to meet the individual needs of our pupil population

The teaching of RSE is taught mainly as discrete sessions and sometimes within the Personal, Social, Health and Economic (PSHE) curriculum.

Teachers will answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision is made to meet the individual child's needs. This may involve referring the pupil back to their parent/carer, school nurse, or seeking advice from the PSHE lead.

Questions relating to specific sex education issues will be referred back to families.

## **Differentiated Teaching will:**

- ☐ Equip our pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives.
- ☐ Support pupils in making effective transitions, positive learning and career choices, and achieving economic wellbeing.
- ☐ Provide opportunities for pupils to reflect on and clarify their own values and attitudes, and explore those of others around them.
- ☐ Support pupils in developing their confidence, resilience and self-esteem.
- ☐ Support pupils to identify risks ,making informed choices about what may influence their decisions.
- ☐ Support pupils to manage emotions and to communicate constructively.
- ☐ Develop an understanding of themselves, empathy and the ability to work with others.
- ☐ Pupils will be supported to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.
- ☐ Promote equality in relationships, and challenge gender inequality.
- ☐ Support pupils to identify „girls“ and boys“ have different experiences and needs.

## **New legislation and parent's rights**

Pupils and Social Work Act of 2017 means that parents are no longer able to withdraw their child from Relationships and Health Education at primary or secondary level.

Parents" will be able to withdraw their child from classes at primary and secondary level which address sex education that does not sit within the Relationships Education curriculum. This may be done in writing to the headteacher explaining why this is being requested.

Parents will be able to withdraw their child at secondary school level from sex education (other than the sex education as part of science).

A child will have a right to opt into sex education from their 15th birthday (*specifically three academic terms before they turn 16*)

## **Statutory guidance**

Statutory guidance on what should be taught in RSE has a strong emphasis placed on communication and teaching concepts of public, private and choices to promote acceptable and appropriate behaviour and consent at all ages.

RSE Themes will as appropriate focus on

- ☐ Body parts using accurate vocabulary
- ☐ Gender and sexual identity
- ☐ "Private" and "Public", and appropriate behaviour for safeguarding
- ☐ Friendships,
- ☐ Respect in relationships, embedding tolerance and raising awareness of discrimination
- ☐ Consent
- ☐ Puberty
- ☐ Awareness of different types of family
- ☐ Mental health including Thrive
- ☐ Wellbeing and physical health
- ☐ Safe/Unsafe relationships ( SoSafe programme )
- ☐ Marriage, sexual health, contraception,
- ☐ Safe online relationships,
- ☐ Mental health including Thrive
- ☐ Physical health.

We teach relationship and sex education through other subject areas e.g. science & PE where a pupil learns about his or her own body, and how it changes, develops and the physical changes.

In Year 5 and Year 6, we include teaching about parts of the body and what will happen to their bodies during puberty, for example, voices changing or menstruation.

Pupils need to learn the correct biological/medical names for the genitalia and reproductive organs. Having the right language to describe the private parts of their body – and knowing how to seek help are vital for safeguarding. Being open and honest about the words for genitalia support all pupils, including girls at risk of female genital mutilation (FGM)

### **In addition to Primary focus**

Secondary RSE teaching builds on the understanding and skills developed and pupils are taught about aspects of the law and sexual consent.

RSE promotes equality in relationships and emphasises the importance of seeking and gaining mutual consent through positive and active communication, and go beyond teaching how to say „no“

Pupils develop the skills for negotiating consent and managing feelings associated with their experiences, and how to seek help and support if they need it.

Pupils learn to identify behaviour in a relationship which is positive and supportive and that which is exploitative and controlling. Pupils are supported in identifying a pernicious relationship and the impact on their safety and emotional wellbeing.

Pupils gain an understanding of their rights to confidentiality and how this is linked to school-based and community health services and organisations.

Pupils are taught in mixed sex groups. All questions posed by pupils are handled with sensitivity and care. We always teach RSE with due regard for the emotional development of the pupil and also the developmental age of the pupil. Teachers do their best to answer all questions with sensitivity and care.

### **The role of parents**

We wish to build a positive and supporting relationship with the parents/carers of pupils at our schools through mutual understanding, trust and cooperation.

### **In promoting this objective we:**

- Inform parents/carers about RSE policy and practice
- Answer any questions that parents/carers may have about the RSE education of their child and give them opportunities to discuss their views and beliefs.
- Take seriously any issue that parents/carers raise with teachers or governors about this policy or the arrangements for RSE education.

- Inform parents/carers about the best practice known with regard to RSE to ensure teaching in school supports the key messages that parents/carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, pupils benefit from consistent messages about their changing body, their rights and increasing responsibilities.

## **Knowledge and Skills**

RSE provides knowledge, and acquisition of skills and attitudes which supports pupils in managing their lives in a responsible and healthy way.

## **Skills and abilities**

Pupils are helped to develop the following skills:

- communication
- assertiveness
- decision-making

## **Knowledge:**

Pupils are helped to develop knowledge of:

- How to form positive relationships
- How to identify and deal with „negative“ relationships
- Body awareness
- Private /public
- Social skills

## **Cross-curricular delivery of RSE**

EYFS include: Making relationships, Self-confidence and Self- awareness; Managing feelings and behaviour

KS1 include: My Body, Friends and Family, Animals, People Who Help Us.

KS2 include: Pets and Animals; Minibeasts (Life-cycles); Growing (and changing); Relationships; Changes and Transition.

Themes for discrete RSE sessions for Yr.5 and Yr.6 pupils include:

- ☐ Understanding how our bodies are changing
- ☐ What is private and what is public?
- ☐ Puberty and menstruation
- ☐ Personal space

- ☐ Saying “No”
- ☐ Personal hygiene
- ☐ Changing emotions and feelings
- ☐ Stranger Danger
- ☐ Transition

KS3 + include : Respect, Responsibilities, Feelings, Consent, Relationships; Changes and Transition.

- ☐ Physical and emotional changes at puberty,
- ☐ Safety and risks in relationships,
- ☐ Development of life skills and respectful attitudes to relationships,
- ☐ Consent, rights, responsibilities to others.
- ☐ Gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- ☐ Safety on and offline

### **Monitoring and Evaluation of Relationship and Sex Education**

The PSHE Lead will oversee and organise and evaluate RSE, in the context of the overall planning for and monitoring the quality of teaching and learning.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's relationship and sex education policy, and on staff development, training and delivery.

Ofsted guidance recommends that it is important for pupils to learn the language associated with body parts so that pupils are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.