



Edmondsley Primary and Nursery School



Health, Sex and Relationship Education Policy

Signed: M Glenton

Review Date: Autumn 2021

Date Reviewed by Curriculum, Standards and Wellbeing Governor Committee: Autumn 2020

1. Rationale for the policy:

From September 2020, the teaching of Sex and Relationship Education is compulsory in all schools in England. HSRE forms a part of Ofsted's framework of breadth of the curriculum, safeguarding and how the school prepares pupils for life and work in Britain today.

From September 2015, Ofsted is required to evaluate and report personal development, behaviour and welfare as well as spiritual, moral, social and cultural development (SMSC) of pupils. This may include evaluating and commenting on the school's sex and relationship education policy, curriculum, staff development, and quality of provision.

This development extends the provision suggested in:

- Sex and Relationship Education Guidance DfES 2000,
- Supplementary Guidance Sex and Relationship Education (HSRE) for the 21st Century 2013.
- Equalities Act 2010
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Life Lessons: PSHE and HSRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Sex and Relationship Guidance, DfE 2019

This policy should be considered alongside the following:

- E-safety Policy
- Anti-bullying Policy
- Safeguarding Policy (including child sexual exploitation)
- Equal Opportunities
- PSHCE Policy
- Curriculum Policy

These procedures should be read in conjunction with the Durham Safeguarding Children's Partnership procedures ([link](#)) with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18' – 'Young People under the age of 13'

2. The Consultation Process:

This policy will be evaluated and updated regularly and will involve meetings and suggestions from:

- Pupil school council
- Consultation with parents / carers
- Review of HSRE curriculum content with staff
- Consultation with wider school community e.g. school nurse, Education Development Service,
- Consultation, agreement and implementation with, of policy by school governors

3. What Is Health, Sex and Relationship Education?

HSRE is learning about the emotional, social and physical aspect of growing up and relationships. It should equip children and young people with information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their own wellbeing.

Relationships Education is the building blocks of healthy, respectful relationships, focusing on family and friendships, including online. It gives children and young people the essential skills to build positive, enjoyable, and non-exploitative relationships.

Relationships and Sex Education (RSE) is lifelong learning about physical, sexual, moral, and emotional development. It is about the understanding of the importance of stable and loving relationships both on and offline, respect, love, and care, for family life. It involves acquiring information, developing skills, and forming positive beliefs, values and attitudes.

Health Education – Physical Health and Mental Wellbeing

The focus in primary should be on teaching the characteristics of good physical health and mental wellbeing. Puberty including menstruation should be covered in Health Education and addressed before the onset of puberty. This should ensure male and female pupils are prepared for changes they and their peers will experience.

There should be a clear progression of what is **Relationships Education, Relationships and Sex Education and Health Education (RSHE)** at primary school through to RSHE in secondary school.

4. Principles and Values

In addition Edmondsley Primary School believes that HSRE should:

- be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life.
- be an entitlement for all pupils in our care.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. children living with step families; those living with same sex parents, children looked after, adopted children, extended family. It includes a variety of types of family structure, and acceptance of diversity.
- encourage pupils and staff to share and respect each other's views. We are

aware of different values and opinions to sexual orientation, relationships and diversity. The important values are love, respect and care for each other.

- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

Sex and Relationship Education in this school has three main elements:

Personal and Social Skills

- managing emotions within relationships confidently and sensitively.
- developing positive self esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice.
- developing an appreciation of the consequences of choices made.
- managing conflict.
- empower pupils with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their peers and adults.
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Attitudes and Values

- learning the importance of values, individual conscience and moral choices.
- valuing family life, stable and loving relationships, marriage and civil partnerships.
- learning about the nurture of children.
- demonstrating the values of respect, love and care.
- exploring, considering and understanding moral dilemmas.
- developing skills including negotiation and decision making.
- challenging myths, misconceptions and false assumptions.

Knowledge and Understanding

- learning and understanding about physical and emotional development at appropriate stages.
- learning about reproduction, human sexuality, gender identity, personal health, emotions and relationships.
- learning about where to go for help or advice in school and how to access a range of local and national support agencies.
- Throughout the whole school, understand and use the correct, anatomical language to address body parts.
- In Year 5 and 6, understand and use the correct language for gender identity, gender expression, biological sex and sexual orientation

5. Aims and Objectives

The aim of HSRE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health at an age-appropriate level. Our HSRE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.

- have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing the appropriate language for sex and relationship issues.
- develop awareness of their sexuality, gender identity, challenge sexism and prejudice, and promote equality and diversity. have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

6. Organisation and Content of Sex and Relationship Education

Edmondsley Primary School specifically delivers sex and relationship education through its PSHCE Programme and Science lessons at Foundation Stage, KS1 and KS2. Each half term, each class will focus on one key element and objective, taken from the PSHE association guidance. This is a spiral and progressive curriculum which builds on previous learning and the expectations as set out by the DfE in relation to the teaching and learning in HSRE. Our HSRE provision is also enhanced through outside agency involvement (such as the School Nurse, NHS visitors and PSHCE workshops).

Further sex and relationship education at Edmondsley Primary School takes place within the relationship (Me and my Community) half term of PSHCE lessons and through discreet teaching of HSRE when the need arises. Teachers generally deliver the PSHCE curriculum with support from professionals where appropriate. The exception of this is the puberty discussion which is delivered by the School Nurse, however school staff are present for this. School staff are usually the best people to work with the pupils on many of the HSRE topics as they are aware of each pupil's individual circumstances. HSRE lessons are set within the wider context of the PSHCE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction may also be taught as part of National Curriculum Science. The PSHCE Programme and Science National Curriculum are taught in every year.

Any HSRE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons, ground rules and a group agreement is formed to establish boundaries and rules, but also to minimise the frequency of inappropriate personal information being requested or disclosed by those taking part in the lesson. Children are made aware of the appropriate manner and time in which to make disclosures to a trusted adult in school.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the ground rule established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time and after consultation with parents or carers.

More expert or specialist teachers and other professionals, may support staff that are uncomfortable with teaching certain aspects of the HSRE curriculum. Support and

professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the HSRE programme. The school has an HSRE lead who has received and disseminated training to the whole school staff.

Assessment is carried out where appropriate, for example, at the end of every module and involves teacher and pupil assessment of knowledge and understanding, interpersonal skills, and attitudes.

Legal requirements

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.

National Curriculum Science

Key Stage 1

- that animals including humans, move, feed, grow, and use their senses and reproduce.
- to recognise and compare the main external parts of the bodies of humans and reproduce.
- that humans and animals can reproduce offspring and these grow into adults.
- to recognise similarities and differences between themselves and others and
- treat others with sensitivity.

Key Stage 2

- that the life processes common to humans and other animals include nutrition, growth and reproduction.
- about the main stages of the human life cycle.

The organisation of Sex and Relationship Education

By the end of Key Stage 1, pupils will be able to:

- recognise and compare the main external parts of the bodies of humans
- recognise similarities and differences between themselves and others and treat others with sensitivity
- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk to someone they trust
- be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- that animals, including humans, grow and reproduce
- that humans and animals can produce offspring and these grow into adults
- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- the needs of babies and young people
- ways in which they are like and different from others

- that they have some control over their actions and bodies
- the names of the main external parts of the body including agreed names for sexual parts
- why families are special for caring and sharing.

Pupils will have considered:

- why families are special
- the similarities and differences between people
- how their feelings and actions have an impact on other people

By the end of Key stage 2 pupils will be able to:

- express opinions, for example, about relationships and bullying
- listen to, and support others
- respect other people's viewpoints and beliefs
- recognise their changing emotions with friends and family and be able to express their feelings positively
- identify adults they can trust and who they can ask for help
- be self-confident in a wide range of new situations, such as seeking new friends
- form opinions that they can articulate to a variety of audiences
- recognise their own worth and identify positive things about themselves
- balance the stresses of life in order to promote both their own mental health and well-being and that of others
- see things from other people's viewpoints, for example their parents and their carers
- discuss moral questions
- listen to, support their friends and manage friendship problems
- recognise and challenge stereotypes, for example in relation to gender
- recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know, understand and have considered:

- that the life processes common to humans and other animals include growth and reproduction
- about the main stages of the human life cycle
- about the physical changes that take place at puberty, why they happen and how to manage them (delivered by the school nurse)
- the many relationships in which they are all involved
- where individual families and groups can find help
- how the media impact on forming attitudes
- about keeping themselves safe when involved with risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying people and the feelings of both bullies and victims
- why being different can provoke bullying and know why this is unacceptable
- about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.
- the diversity of lifestyles
- when it is appropriate to take risk and when to say no and seek help
- the diversity of values and customs in the school and in the community
- the need for trust and love in established relationships

Menstruation will be discussed in separate all girls session. This is done with the school nurse (as well as the class teacher) who will be able to answer any questions

which might require a medical/professional knowledge. This will involve girls in Year 5 and 6 only.

7. Inclusion

Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Deputy Head teacher (HSRE lead) or Head teacher.

Pupils with Special Needs

We will ensure that all pupils receive sex and relationship education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

Sexual Identity, Gender Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation and gender identity and answer appropriate questions and offer support. Pupils, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

Homophobic language

Homophobic language and bullying is not tolerated at Edmondsley Primary School. When homophobic language is used, the class teacher will discuss with the child why this language should not be used as an insult and what this word means (at an age appropriate level). The parents of the child who has used homophobic language will also be contacted.

8. Right of Withdrawal of Pupils from Sex and Relationship Education

Many schools will choose to cover some additional content on sex education which is tailored to the age and the physical and emotional maturity of their pupils. The school must make it clear what will be taught and consult with parents on what is to be covered before the final year of primary school. Offering parents support in talking to their children and informing them of the content can help empower parents to continue discussions at home and strengthen parental engagement.

Parents have the right to withdraw their children from some or all of the sex education that goes beyond the national curriculum for science. There is no right to withdraw from Relationships Education or Health Education. Alternative arrangements and purposeful education would need to be made in such cases. Parents should be encouraged to discuss their concerns and / or decisions with the Head Teacher at the earliest opportunity. The head teacher/RSHE lead will document the process and outcome. Parents/carers are welcome to review any RSHE resources the school uses and encouraged to ask questions to gain clarity when needed.

9. Confidentiality and Safeguarding

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules. A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving

under 13's should always be discussed with the nominated child protection lead.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

10. Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the Deputy Head teacher (HSRE lead) to oversee and organise the monitoring and evaluation of PSHCE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHCE programme is treated as a subject and will be involved in a regular monitoring and evaluation exercise led by the Leadership Team.

The Governing body is responsible for overseeing, reviewing and organising the revision of the sex and relationship education policy and curriculum.