



Hythe Primary School

Policy for Relationships and Sex Education (RSE) and Health Education

This policy should be read in conjunction with the following school policies: Teaching & Learning, Science, PSHE, Health & Safety, SEN, Equal opportunities, Confidentiality and Child Protection.

The policy covers our school's approach to Relationships Education. It also covers Health Education and RSE and refers to PSHE (Personal, Social, Health and Economic education) as incorporating all of these. It has been produced with guidance from the PSHE Association and through consultation with the leadership team and the governing body (Is this ok?)

Introduction

Relationships and Sex Education (RSE) is an integral part of our Personal Social and Health Economic education (PSHE) programme, an area which is considered important throughout our school. We believe that Relationships and Sex Education is an ongoing process, which should start in the home and continue at school. This process should happen in partnership with parents. A positive effort has and will continue to be made to inform and involve parents. Parents of the school are invited to an annual presentation / discussion evening which outline the programme of RSE as part of the PSHE curriculum. Parents have the right to withdraw their children from all or part of any sex education provided, but not from the biological aspects of human growth and reproduction provided under the National Curriculum for Science. If parents wish to withdraw their child from sex and relationship education then the parents must meet and discuss their decision with the Headteacher and demonstrate how they will provide this education for their child at home.

*Hythe Primary School uses the PSHE Association to support effective teaching of Relationships Education and Health Education. PSHE is taught through three strands: Relationships, Living In The Wider World and Health and Wellbeing. Schools are expected to cover all three but it was **mandatory** for all schools to deliver Health Education and Relationships and Sex Education from 2020 (as per statutory guidance from the Department for Education).*

Definition

Relationships and Sex Education includes lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, family life, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

Rationale

At Hythe Primary School, we believe that PSHE education helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. Relationships and Sex Education is an integral part of PSHE. It is an intrinsic part of the physical, intellectual and emotional growth of an individual.

Aims

We aim for children to develop confidence in talking, listening and thinking about feelings and relationships and for them to be prepared for puberty. Relationships and Sex education is essential if young people are to make responsible and well-informed decisions about their lives. The objective of Relationships and Sex education is to help and support young people through their physical, emotional and moral development. In order to achieve this, we will:

- Provide a secure, sensitive and caring framework where learning and discussion can take place
- Provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils.
- Encourage the use of correct vocabulary.
- Help children to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness.
- Help pupils through their early physical, emotional and moral development, helping them to understand their bodies and the changes that occur in them as they grow and mature.
- Support children in learning respect for themselves and each other, building on an understanding of the different relationships with family and friends and to move confidently from early childhood into adolescence.
- Ensure that sex education is available to all children regardless of gender, ability, cultural or religious background in line with the school's policy on equal opportunities.
- Include information up to date with the latest technologies that have an impact on children's awareness of sex and relationships, for example: Sexting.

Provision

Miss Moffat leads the RSE and PSHE programme with guidance from the PSHE Association and the senior leadership team. Staff meetings are used to inform teachers of new guidance, curriculum material and support for delivering compulsory PSHE content.

Relationships and Sex education teaching will be delivered via two areas of the curriculum.

1. Through the National Curriculum for Science where pupils are required to learn

Key Stage 1

- That animals including humans, move, feed, grow, use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can produce offspring and these grow into adults.
- To recognise the similarities 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
 - The main stages of the human life cycle
2. Through the school's PSHE curriculum that comprises continuous work on relationships and decision making as well as specific RSE units. Material used will be from the RSE Christopher Winter project. The programme is tailored to the age and the physical and emotional maturity of the children and is delivered by the school staff and, where appropriate, invited professionals.

Throughout the delivery of the programme:

- Discussion will be encouraged at all times.
- Ground rules for discussion excluding personal questioning of staff or pupils will be established .
- Personal beliefs of teachers will not influence the teaching of sex and relationship education within the PSHE framework.
- We shall attempt to deal with questions in a sensitive, open, frank and matter of fact way.
- When appropriate questions concerning homosexuality, sexually transmitted diseases and contraception will be answered if raised.
- Difficult or explicit questions do not have to be answered directly. Teachers will use their own discretion in these situations.
- Most groups will be mixed age and gender but if felt more appropriate, single sex or age groups may be formed.

Support for children with additional educational needs

RSE must be accessible for all pupils. Teachers will liaise with the special educational needs co-ordinator (SENCO) to ensure:

- the needs of all pupils are met
- the curriculum is fully accessible
- education, health and care (EHC) plans are followed

Teaching must be differentiated to support pupils with SEND to fully access the curriculum. Teachers may choose to revisit topics or spend longer on a topic to ensure all of the children fully understand the topic. Effective use of teaching assistants will support this. Specialist resources will be used to support effective teaching. You can use the picture exchange communication system (PECS) to create resources or image-based books for pupils with SEND.

Using visiting speakers

If appropriate and available, visitors, such as the school nurse, will be invited in to support delivery of our RSE programme. When using visiting speakers, we will ensure that:

- The ethos and approach of the school to RSE is explained and jointly planned with the teacher.
- Their approach compliments the philosophy and aims of the school programme.
- The teacher is present so they can follow up the input at a later stage.
- The visitor has experience and expertise in RSE and working with children.
- The children are told that the visitor is coming in beforehand and spend time preparing for the session e.g., deciding what questions they want to ask.

Confidentiality

Teachers are aware that effective Relationships and Sex education, which brings an understanding of what is not acceptable in a relationship, can lead to disclosure of a child protection issue. In line with the school's policy for safeguarding children if any member of staff feels that a pupil is at risk of any type of abuse e.g., physical, sexual or emotional then this must be referred to the Headteacher. Pupils will be made aware that teachers cannot offer unconditional confidentiality and will reassure pupils that, if confidentiality has to be broken, they will be informed first and supported as appropriate.

Assessment, Reporting and Recording

Each unit will be assessed against specific statements as indicated in planning and recorded using the school's foundation assessment grid. Additionally note will be taken of individual responses to RSE units of study and can be included in individual pupil's report statement of progress in personal and social development.

Monitoring and Evaluation

The governing Body have overall responsibility for this policy. In order to ensure the effectiveness and relevance of the programme, this policy and the content of the teaching programme will be reviewed in light of: parental feedback, teacher evaluations, pupil input, local authority recommendations and any changes in Government guidance.

Agreed September 2024

Reviewed: May 2025

Overview of RSE curriculum

| Year group, term and PSHE linked unit | About the unit | Video material used |
|---|---|---|
| <p>1/2 (the same SRE content is included within a different context each cycle)</p> <p>PSHE Linked unit- Relationships</p> | <p>They will describe how people are similar and different (between the sexes as well as individuals) & recognise positive statements about the characteristics of others. They will also recognise and name a number of emotions & body parts.</p> <p>Children will consider how to make simple choices that improve their health and well being. Learn / revise the names of the main parts of the body. Learn rules for, and ways of, keeping safe, including basic road safety. and about people who can help them to stay safe</p> | <p>Living & Growing unit 1 programme 1. Explores the differences and similarities between male and female; the names of the main body parts are covered (only penis and vagina are used when discussing the sex parts, video edited after parental feedback)</p> |
| <p>3/4 (year group is split therefore SRE content is the same in both cycles)</p> <p>PSHE Linked unit- Relationships</p> | <p>Children will revise body parts vocabulary from KS1, learn about the body changes as they approach puberty; explore different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.</p> | <p>Y3 L&G 1 programme 3 life cycles, growth, change & relationships Y4 L&G2 programme 1 physical & emotional changes during puberty incl. menstruation</p> |
| <p>5/6 (year group is split SRE content is delivered during Y6 boosters and is the same in both cycles)</p> <p>PSHE Linked unit- Relationships</p> <p>Year 6 have a review based on need.</p> | <p>Children will learn about how the body changes as they approach puberty (3c), to recognise the different risks in different situations, including sensible road use and judging what kind of physical contact is acceptable or unacceptable (3e), to be aware of different types of relationship, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.</p> | <p>Y5 L&G 3 programme 3 relationships, media, internet/mobile phones, stereotyping L&G 3 programme 1 & 2 separate sessions for boys & girls each watching own sex then other sex changes during puberty (physical & emotional) L&G 2 programme 2 life cycles, reproduction, friendships & feelings. L&G 2 programme 3 animated development of baby in womb & video of a live birth.</p> |