



For every child to meet their potential
and 'live life in all its fullness.'
John 10:10.

Hindsford CE Primary School

Name of policy: Sex and Relationships Policy
September 2020

The Relationships Education and Health Education (England) Regulations 2019, make Relationships Education compulsory for all pupils receiving primary education. For the purpose of this policy, "Relationships Education" is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. "Sex Education" at Hindsford CE Primary is defined as teaching pupils about puberty and the changes to mind and body associated with this. Sex Education within this policy is the content which, as a school in consultation with parents, we have chosen to deliver beyond the Science curriculum statutory requirements.

Intent:

Hindsford CE Primary School is committed to ensuring that its pupils have access to a Relationships Education programme of study which supports them developing positive and safe relationships including with family, friends and online. It is our intention that Relationship Education at Hindsford CE Primary School addresses 21st century issues so that our children leave school equipped with the necessary knowledge and skills to be able to remain safe, happy and retain positive relationships. It is our intention to ensure that children have access to a Sex Education which goes beyond that which is taught through the Science curriculum and allows our children to learn about growing and changing in an age-appropriate way, ensuring that as they move through puberty, they are well-informed and able to manage the changes that they experience. Our programme of study will cover all of the statutory outcomes in the Relationships and Health Education documentation for September 2020.

Implementation:

Relationships Education

At Hindsford CE Primary School, the PSHE Association Programme of Study is used in order to deliver a broad and balanced curriculum which covers all of the statutory content. Outcomes are taught across three key themes (Relationships, Health and Wellbeing, Living In the Wider World) in which content has been mapped to ensure full coverage of the statutory outcomes for Relationships Education (see content coverage documentation).

The focus of Relationships Education is:

- Families and people who care about me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For a full list of outcomes relating to each of these areas, follow the link

[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)

At Hindsford Ce Primary School, outcomes are taught through 9 units across the year and all year groups will access the same units at the same time. The 9 units are:

Relationships (Families and Friendships, Safe Relationships, and Respecting Ourselves and Others)
Health and Wellbeing (Physical Health and Mental Wellbeing, Keeping Safe, and Growing and Changing)
Living in The Wider World (Belonging to a Community, Media Literacy and Digital Resilience, and Money and Work).

In the EYFS, PSHE is encouraged through the 'Personal, Social and Emotional Development' strand of the curriculum. Within the EYFS, PSHE is about making connections and is strongly linked to play. Positive relationships are taught through activities that are part of topics, as well as positive experiences which are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities. Regular circle times are carried out to teach explicit PSED skills relating to healthy relationships and from the early stages of their Reception year, children are taught about families and people who care for them which prepares them for the Relationships curriculum in Key Stage 1.

At Key Stages 1 and 2, Relationships Education is primarily taught by the class teacher through weekly PSHE lessons following the long term and medium term planning which is available on the school's website. Teachers will deliver a high-quality and age-appropriate relationships curriculum in line with school and statutory requirements using a variety of teaching methods and resources that meet the needs of all pupils. They will ensure they do not express personal views or beliefs when delivering the programme. Teachers will model positive attitudes to relationships education and will respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.

Lessons will follow a clear sequence:

- Objectives for the session are introduced
- Prior learning and knowledge is shared
- Direct teaching using stimulating, up to date and relevant resources is delivered
- A practical activity is completed by the children (this takes many forms including games, debates, discussions, role play, use of technology)
- Learning is recorded by the teacher in a log book
- Children reflect on their learning and an example of this is added to the log book

Sex Education

Sex Education beyond the statutory Science curriculum at Hindsford CE Primary is introduced at Key Stage 1 and focuses on children knowing the correct scientific name for some of the body parts related to reproduction. This is important as children should be aware that these parts are private and must be able to use the correct names if they have experienced anything which has made them uncomfortable and which they want to report.

The majority of our Sex Education curriculum is taught at Upper Key Stage 2. At our school, this is delivered by HH Kids who are extremely experienced in the field and work closely with us to ensure that they work within our school's policy and procedures. Parents are consulted before any sessions take place. The content is as follows:

Year 5 (girls and boys taught together):

- Explain when and how puberty starts
- Give examples of some of the physical body changes as we approach puberty and the differences between boys and girls
- Describe different feelings as children go through puberty and how to deal with them positively
- Recognise the need for good personal hygiene

Year 5 (girls only):

- Explain when and how puberty starts
- Give examples of some of the physical body changes
- Explain the menstrual cycle and the products available

- Describe different feelings as children go through puberty and how to deal with them positively

Year 5 (boys only):

- To explain when and how puberty starts
- Give examples of some of the physical body changes
- Describe different feelings as children go through puberty and how to deal with them positively
- Recognise the need for good personal hygiene

Year 6 (girls and boys taught together):

- Explain when and how puberty starts
- Outline male and female changes during puberty
- Describe how the reproductive organs work and the correct names of body parts
- Recognise emotional changes during puberty

Year 6 (girls only):

- Explain the menstrual cycle
- Outline sanitary products, how they are used and disposal
- Recognise breast development

Year 6 (boys only):

- Describe the visual and emotional changes during puberty
- State the names of male external and internal body parts
- Outline male body functions – erections and wet dreams
- Recognise the need for maintaining good personal hygiene and testicular awareness

Year 6 (girls and boys taught together):

OPTION 1:

- Identify why personal hygiene is important and list some products
- Recognises what causes spots and how to treat them
- Outline how much sleep is needed and why it is important

OPTION 2:

- Explain conception and cell division and the terminology used
- Describe the signs and symptoms of pregnancy
- Outline the stages of pregnancy
- Identify who can help during pregnancy and the health needs of the mother and the child

Parents/carers

The school understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum. For Sex and Relationships Education, parents are provided with the following information:

- The content of the Sex and Relationships Education
- The delivery of the Relationships curriculum, including what is taught in each year group
- The resources that will be used to support the curriculum

Parents are informed of their legal right to request that their child be withdrawn from any element of Sex Education beyond that which is set out in the statutory Science curriculum. This request must be made to the Headteacher.

Parents are informed that they do not have any legal right to withdraw their child from Relationships Education as it is important that all children receive this content covering topics such as friendships and how to stay safe.

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum. Parents will be informed termly at parent meetings and through the school website about the content of the Relationships Education taught in each year group. Parents will be invited to discuss the content with the class teacher. In addition, parents will be consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

Impact:

Our Relationships Education Curriculum is sequenced to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- Scrutiny of Learning Logs to evaluate taught content and pupils' reflections of learning
- Pupil discussions about their learning
- Observations will be made of children during other activities alongside general conduct around school.
- Discussions with parents which identify positive change
- Children's self-reflection
- Vulnerable pupil evaluations
- Intervention Impact documentation
- Successful Early Help closure

Questions arising during Sex and Relationships sessions

Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use skill and discretion in these situations and refer to the curriculum leader.

Teachers will apply the following principles:

- Clear ground rules will be established and set out for each session
- Pupil questions will be encouraged and opportunities to ask questions openly and in private eg. post it notes/question boxes will be provided
- Clarity about the topics being taught will be shared with pupils
- If a child's question is not appropriate to answer in front of the class, the teacher will explain calmly that this is not part of today's discussion and will discuss later
- Individual questions may be answered by the teacher at the end of the session
- Some questions may be referred to the child's parents to provide an answer; in these circumstances the class teacher will make contact.

Any questions which raise safeguarding concerns will be referred to the Designated Safeguarding Lead.

Accessibility and Equality

The school creates a safe environment where all staff and children are respected and free to express their beliefs and opinions without fear of discrimination. The school understands its responsibilities in relation to the Equality Act 2010, specifically, that it must not unlawfully discriminate against:

- Women/girls and men/boys
- People of different races
- Those with a disability
- People with different religions or beliefs or with no religion or belief
- People of different ages
- Lesbian, gay and bisexual and straight people
- People who have changed their sex

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships education, and the programme will be designed to be inclusive of all pupils. To ensure that content is accessible to all, teachers will ensure that lessons are appropriately differentiated, resources are varied and additional adult support is deployed effectively. Some children will need a higher level of support to access Sex and Relationships Education and will be taught the content through a Nurture Group context. This will be managed by the Pastoral Manager and the SEN Lead Teaching Assistant and will follow teacher's planning. Provision maps are in place for every class in school to capture the range of provision which exists to support pupils' development in this area with Wave 1 provision available to all pupils such as weekly PSHE Sessions, to Wave 2/3 provision which exists for those children who are finding it more difficult to understand and achieve positive, safe relationships. This is delivered through a clearly sequenced programme supporting social skills. At Hindsford CE Primary, the pastoral manager supports individual children with the highest level of need (possibly through Early Help) and works alongside external agencies such as Startwell, Sensorial (Sensory play Therapy), Social Care, Wigan Family Welfare and CAMHS.

The curriculum will be taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include a mum and a dad, blended families (step/half siblings) single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils. We will encourage children to be respectful of the differences between boys and girls, but we will also be careful of assuming that boys and girls have distinct characteristics which can lead to negative stereotyping. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, which sets out our expectations of pupils.

Policy Review Date July 2021

Documents used to inform this policy:

Statutory Guidance for Relationships Education 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)

PSHE Association Programme of Study

<https://www.pshe-association.org.uk/system/files/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20%28Key%20stages%201-5%29%2C%20Jan%202020.pdf>