



# RELATIONSHIPS AND SEXUAL HEALTH EDUCATION POLICY

<u>Date</u>	<u>Comments</u>	<u>Next Review</u>
July 2018		July 2020
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**‘Be the best that you can be!’**

## **1. Introduction**

The Hampton Primary Partnership (HPP) is committed to the teaching of relationships and sexual health education (RSE). It will be taught as part of our Personal and Social Development studies.

Relationships and sexual health education will:

- Be developmental and be appropriate to the age and the stage of the child. Common starting points can't be assumed;
- Put forward factual knowledge and encourage the exploration of facts;
- Examine opinions and concepts and encourage discussion;
- Encourage awareness, respect and responsibility for oneself and others.

Concepts such as love, joy, anger, fear, hate, trust, sexual feelings and sexual responses are difficult to describe but need to be explored. Like other areas of health education, RSE is concerned not only with cognitive development but affective development.

## **2. Our Rational**

Effective relationships and sexual health education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted in within the framework for Personal, Social, Health and Cultural education (PSHCE) and the National Curriculum.

Conclusions of the overview of effectiveness of interventions and programmes clearly indicate that high quality RSE should:

- empower students;
- ensure the entitlement of all children to sex and relationship education and undertake specific work to meet the needs of vulnerable and marginalised children and young people;

- be provided early; before puberty, before feelings of sexual attraction and before they develop sexual relationships;
- reinforce value messages;
- focus on risk reduction;
- use active learning;
- ensure that children and young people have a critical awareness of the messages that are portrayed in the media

### **3. Moral & Values Framework**

#### **Values Framework**

Relationships and sexual health education is always taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships. It is taught by members of staff who have clear guidelines and planning in which to follow. Staff will also be made aware of this policy.

#### **Among the values promoted are:**

- respect for oneself and other people
- taking responsibility for one's actions in all situations
- honesty and loyalty in relationships
- the importance and responsibilities of the family unit for all members
- sensitivity towards the needs and views of others
- to recognise the physical, emotional and moral implications and risks of certain types of behaviour
- to recognise and accept the differences of others.

### **4. Legal Obligations**

In accordance with the Learning and Skills Act 2001, through RSE children learn about the nature of marriage and its importance for family life and the raising of children. Children are protected from teaching materials that would be considered inappropriate when bearing in mind the age, religion and culture of the students.

#### **a. The Right to Withdraw**

Any parent has the right to withdraw their child from all or part of the RSE programme delivered in this school except those parts of the programme that are covered by the National Curriculum Science. Parents wishing to exercise this right should make an appointment to see the Head of School.

### **5. How RSE is Provided and by Whom**

### **a. RSE Curriculum**

RSE is delivered as part of the PSHE programme in all years.

Key themes such as

- safety
- growth and change
- families
- views of marriage and rites of passage
- people who help us
- sources of information and their accuracy
- peer groups and their effects on individual choice

will be revisited throughout the programme and will be developed in line with the child's developing maturity and understanding.

### **b. Ethos**

Many of the areas covered by the RSE programme such as respect for individuals and self are demonstrated throughout the school.

### **c. Cross Curricular Elements**

Whilst RSE forms a part of the Science Curriculum, many themes are explored through a range of subject areas including English, Drama, PSHE and Religious Education (RE).

These are always done in accordance with the schools RSE policy and provide another way of exploring relationships.

The skills element of the RSE curriculum is taught through all subject areas as a normal part of teaching and learning within the school.

Books are available for children to read illustrating a range of positive relationships and conflict solutions for life today. All such books are carefully screened to ensure their suitability for the age of the children.

## **6. Content of RSE Programme**

Relationships and sexual health education takes place across the seven years of Primary education providing progression, continuity and reinforcement in learning and recognising the changing needs and experiences of the children.

**By the end of KS1, pupils will have covered the following themes;**

- People in my life - what they do for me and what I do for them
- My moods - feeling happy and sad
- Friendships
- Loss and mourning - a person or a pet
- Keeping safe - dangers I might come up against and saying no
- My body and other people's bodies - similarities and differences

- Growth in people animals and plants
- Ageing - how we know things are alive, dead, young or old
- Changes as we grow
- Families - differences
- Feelings in the family - jealousy and love
- What helps people to get along with others - listening and sharing
- What makes me happy
- What I like or don't like about people
- Caring for myself-sleep, exercise, hygiene
- People who help me to care for myself
- Inside my body

**By the end of KS2, pupils will:**

- Know the differences between boys and girls (internal and external organs)
- Know and understand that there are different types of relationships and families
- Understand key issues in keeping safe, recognise unsafe situations and know where to get help if they feel unsafe
- Know how their bodies work and change and know how babies are conceived
- Understand how their actions have consequences
- Be able to identify feelings and express them appropriately
- Be able to make considered choices in relation to their own wellbeing and behaviour

RSE is delivered using a variety of learning approaches and teaching methods which encourage children to participate, question and communicate. This includes use of videos, posters, leaflets, books, the internet, brainstorming, small group discussion, art and display work, case studies, role play, guest speakers, line continuums and sorting tasks etc.

**7. Answering Questions**

Staff will operate a three level approach to answering questions.

**Level 1**

If a child asks a question that relates to the syllabus for RSE for that year, it will be answered there and then in front of other children who may be present.

**Level 2**

If a child asks a question that relates to the syllabus for RSE for the school

but not for their year, the question will be answered privately away from the hearing of any other child.

### **Level 3**

If the child asks the question that is not covered by the syllabus for RSE in the school they will either be encouraged to ask their parent the question or if the staff member is willing to answer they may offer to get permission from the parent to answer the question on an individual basis away from the hearing of any other child.

Questions will be answered using simple, accurate and straightforward language. The answers given will always be honest but may not be, on occasion, everything there is to know. The age of the child will always be taken into consideration as will their level of maturity.

It is generally good practice when asked a question to try and find out a little about why this question has arisen.

Any question that leads a staff member to suspect an inappropriate knowledge, curiosity or experience will be reported immediately to the Designated Safeguarding Officer.

## **8. Sexual Identity & Sexual Orientation**

We accept that the children in our care will, when they mature, demonstrate the full range of human sexuality and identity. We will seek to provide every child with an equally supportive view of themselves and their choices and beliefs without prejudice or bias.

When discussing families and relationships all contributions from children will be equally valued. Children living with single parents, same-sex parents, extended families and the nuclear family will all be encouraged to share what is positive about their family and to feel those contributions have equal weight.

The school will not actively promote any sexual orientation over another. Care will be taken to use inclusive language wherever possible. For example when talking about forming a lasting and stable committed relationship, children will not be told "men will want to find a wife and women will want to find a husband". Rather, we will say that when they are grown up "people may want to find a partner to share their life with".

Homophobic or other insulting / obscene language or behaviour will be challenged.

## **9. Confidentiality**

Staff cannot promise children or their families that information will be kept confidential, but it will only be shared with the relevant colleague if

- a) informed consent has been given
- b) the school has grounds for concern about the well-being of the child or
- c) the actions or behaviour of the child or family member contravenes School policy or the home-school agreement

Children frequently tell teachers things about their families or friends and all staff use their professional judgement to ensure confidentiality is kept and that privacy is respected. No staff member will pass on non-essential information relating to an individual or their families to any other person.

Should a teacher or any other staff member be concerned about the behaviour of any child or something they have said which may lead that staff member to feel concern this will be discussed in confidence with the Head of School in the first instance who will decide on any further steps or monitoring to be undertaken.

## **10. Involvement with Outside Agencies**

Health professional will be invited to be part of the school's RSE where appropriate and must adhere to this policy. A member of staff will always be present during any talk or lesson involving pupil.

## **11. Involving & Supporting Parents**

Hampton Infant School & Nursery and Hampton Junior School have always sought to maintain good relationships with parents - working in partnership to provide the best education for the children in our care.

As part of our commitment to this we will provide support for parents in talking to their children about relationships and sexual health education.

## **12. Ensuring Equality**

- teaching will be sensitive so as not to stigmatise young people
- teaching activities will engage boys and girls equally. Single sex teaching will be used where appropriate
- the RSE policy helps staff to be aware of diversity and of inclusion for all our community
- children with SEN will be included in RSE with support and assistance where this is normally provided
- some children may need additional help to reduce the risk of exploitation and abuse and to learn what is and is not acceptable behaviour

## **13. Monitoring & Evaluation**

The staff will evaluate and monitor the delivery of this policy as they deliver it. The staff will report informally to the School's Senior Management/Leadership Team.

