



Hampton Junior School

Relationships and Sex Education Policy

Version	Date	Comments
1	July 2017	
2	July 2018	
3	July 2020	New guidelines implemented (TW/SA)
4	Jan 2022	No changes

‘Be the best you can be!’

Contents

1. Introduction	2
2. Statutory requirements	2
3. Policy development	3
4. Definition	3
5. Curriculum	3
6. Delivery of RSE	4
7. Roles and responsibilities	4
8. Parents' right to withdraw	6
9. Training	6
10. Monitoring arrangements	6
Appendix 1: Relationships and Health Education Curriculum map	7
Appendix 2: Relationships and Sexual Education Progression of Skills	11
Appendix 3: Parent form: withdrawal from sex education within RSE	14

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 PSHE (Personal, Social, Health and Economics Education) curriculum.

The intent of relationships and sex education (RSE) at our school are to:

- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Provide a framework in which sensitive discussions can take place
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Be developmental and be appropriate to the age and the stage of the child. Common starting points can't be assumed;

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. Our RSE curriculum aims to support the ethos of the school by developing many of the core values of HJS.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum and Health and Relationships Education curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.
At HJS we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil feedback – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.
RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

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
- Understand how their actions have consequences

- Preparing boys and girls for the changes adolescence brings
- Know how babies are conceived and born

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in PSHE and religious education (such as marriage).

Pupils also receive stand-alone sex education sessions delivered by teachers within the school or other healthcare professionals.

Relationships education focuses on teaching the fundamental building block and characteristic of positive relationships including:

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

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are 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 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).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the Executive Leadership Team (ELT) to account for its implementation.

The governing board has delegated the approval of this policy to the School Improvement Committee.

7.2 The Executive Leadership Team

The ELT is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Attending relevant training
- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to parents who wish to know more about the curriculum coverage.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the ELT.

The PSHE coordinator is responsible for leading teaching of RSE at HJS.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

7.5 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 DSL.

8. Parents' right to withdraw

Parents' do not have the right to withdraw their children from relationships education.

Parents' have the right to withdraw their children from all or part of the components of sex education within RSE 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 ELT.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the ELT.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

The PSHE subject leader will attend phase panel meetings and RSE training to ensure we are up-to-date on the most recent policy changes. This will then be fed into staff training.

The PSHE subject leader will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE subject leader through:

Planning scrutiny, learning walks, book monitoring and student voice interview /questionnaires.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE subject leader. At every review, the policy will be approved by the ELT and governing body.

Appendix 1: Curriculum map

Relationships and Health Education Curriculum Map

RELATIONSHIPS EDUCATION

By the end of KS2, pupils should know:

Families and people who care for me

Pupils should know:

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Pupils should know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
 - Practical steps they can take in a range of different contexts to improve or support respectful relationships.
 - The conventions of courtesy and manners.
 - The importance of self-respect and how this links to their own happiness.
-

- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know:

- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

Pupils should know:

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources

PHYSICAL HEALTH AND MENTAL WELLBEING

By the end of primary school, pupils should know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Pupils should know:

- That for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

Pupils should know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).
- How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Pupils should know:

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

Pupils should know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
- Health and prevention

Pupils should know

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and science relating to allergies, immunisation and vaccination.

Basic first aid

Pupils should know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

Pupils should know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 2: Curriculum map

Relationships and Sexual Education Progression of skills

<p>Sexual Education Progression of skills.</p> <p>Most of the lesson objectives are part of the RHE and science curriculum as colour coded.</p> <p>Compulsory RHE Objectives taught as part of Relationships and Health Education, (Through PSHE lessons)</p> <p>SC Objectives taught as part of the national curriculum for science (the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.</p> <p>Relationship and Sex Education Objectives taught as additional RSE lessons in summer term 2 (There is a crossover with many of these objectives as they are also compulsory RHE objectives</p>	<p>Year 3</p> <p>PSHE lessons (SPR2) Health and Wellbeing – It’s my Body</p> <p>Extra unit of RSE lessons (SUM 2) RSE</p>	<p>Year 4</p> <p>PSHE Lessons (SUM 2) Relationships – Growing Up</p>	<p>Year 5</p> <p>(SPR2) Health and Wellbeing – It’s my Body</p> <p>Extra unit of RSE lessons (SUM 2) RSE</p>	<p>Year 6</p> <p>PSHE Lessons(SUM 2) Relationships Growing Up</p>	
		<ul style="list-style-type: none"> To consider touch and to know that a person has the right to say what they like and dislike RHE (SPR 2) To know the differences between males and females and to name the body parts SC RSE SUM2 To explore different types of families and who to go to for help and support RHE/RSE SUM2 	<ul style="list-style-type: none"> To describe the human lifecycle. SC RSE SUM 2 To describe male and female body parts and explain what these are for. SC RHE SUM 2 To describe how boys’ bodies will change as they go through puberty. SC RHE SUM 2 To describe how girls’ bodies will change as they go through puberty. SC RHE SUM 2 	<ul style="list-style-type: none"> To know that my body belongs to me and that I have control over what happens to it. RHE (SPR2) To know how to take care of my changing body RHE (SPR2) To understand what a positive body image is and consider media messages. RHE (SPR2) 	<ul style="list-style-type: none"> To describe the changes people’s bodies go through during puberty and how we can look after our changing bodies. RHE SUM 2 To describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings. RHE SUM 2 To recognise that many things affect the way we feel about ourselves and I understand there is

<p>Links to PSHE Core Theme 1</p> <p>Health and Wellbeing (H)</p>	<p>This core theme focuses on:</p> <ol style="list-style-type: none"> 1. what is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 3. how to manage risks to physical and emotional health and wellbeing 4. ways of keeping physically and emotionally safe 5. about managing change, including puberty, transition and loss 6. how to make informed choices about health and wellbeing and to recognise sources of help with this 	<ul style="list-style-type: none"> • To challenge gender stereotyping. RSE SUM2 • To understand that there are many different types of relationships and families. RHE/RSE SUM2 <p>H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</p> <p>H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p> <p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>R5. that civil partnerships and marriage are examples of a public demonstration of the</p>	<ul style="list-style-type: none"> • To describe the feelings that some people experience as they grow up. RHE SUM 2 • To understand what a positive body image is. RHE/ RSE SUM2 <p>H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>H18. how their body will, and their emotions may, change as they approach and move through puberty</p> <p>H19. about human reproduction</p> <p>H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p> <p>R13. that differences and similarities between people arise</p>	<ul style="list-style-type: none"> • To explore the emotional and physical changes occurring in puberty. SC RHE/RSE SUM2 • To understand male and female puberty changes in more detail. RHE SC RSE • To explore the impact of puberty on the body and the importance of physical hygiene. RHE/RSE SUM2 • To explore ways to get support during puberty. RHE/ RSE SUM2 <p>H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>H18. how their body will, and their emotions may, change as they approach and move through puberty</p> <p>H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</p>	<p>no such thing as an ideal kind of body. RHE SUM 2</p> <ul style="list-style-type: none"> • To understand what a loving relationship is and that there are many types of relationships. RHE SUM 2 • To understand what a sexual relationship is and who can have a sexual relationship. RSE SUM2 • To describe the process of human reproduction from conception to birth. SC RSE SUM2 <p>H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>H18. how their body will, and their emotions may, change as they approach and move through puberty</p> <p>H19. about human reproduction</p> <p>H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</p> <p>H22. strategies for keeping safe online; the importance of</p>
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<p>Links to PSHE Core Theme 2</p> <p>Relationships (R)</p>	<p>This core theme focuses on:</p> <ol style="list-style-type: none"> 1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationships 	<p>commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability</p>	<p>from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability</p> <p>R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation</p> <p>R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p>	<p>R16. to recognise and challenge stereotypes</p>	<p>protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p> <p>R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</p> <p>R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability</p> <p>R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation</p> <p>R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from</p>
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					being forced into marriage and to know how to get support for them self or others
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Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	