



Hetton Lyons Primary School

Relationships and Sex Education (RSE) Policy

Intent

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.” (DfE, RSE Guidance Document). With this in mind, we aim to deliver regular teaching of RSE and PSHE so that our pupils gain a holistic view of the world they live in and they are given the opportunity to ask questions and share their opinions in a safe environment where their comments are valued.

Hetton Lyons Primary School is an equal opportunities school and PSHE should be taught in line with our equality of opportunity policy. All pupils within school will have the same opportunity to realise their potential regardless of gender, ability, ethnicity, religion, language, class and physical ability. Some key points are:

- Equality of opportunity is a cross-curricular issue; opportunities are identified and utilised in each curriculum area or unit of learning.
- The teaching through the curriculum and Fridays Are contributes to a positive understanding of race, gender, disability, equality, ethnic and cultural diversity.
- Children should work in a variety of different groupings depending on a particular activity. They work individually, in pairs or in groups (e.g. same ability, mixed ability, single sex, friendship, role model etc.).
- We offer activities of a non-stereotypical nature.
- Children have opportunities to share cultural and other experiences in the classroom. Hetton Lyons Primary School is a Rights Respecting School and therefore this policy is based on Children’s Rights with the responsibility of all named parties to ensure that these rights are inviolate. The school has three commitments that underpin this policy:

Ready to learn

Respectful of each other and of their learning environment

Safe at all times

Hetton Lyons Primary School is a school that holds values central to all of its work and therefore this RSE policy must be applied in line with the school's values system and behaviour policy. This philosophy is essential to this RSE policy and all named parties need to be guided by this principle when applying this policy.

Aims

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

- Teach pupils the fundamental building blocks and characteristics of positive relationships

Provide a framework in which sensitive discussions can take place

- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships

Teach pupils about positive emotional and mental wellbeing

- Teach pupils the correct vocabulary to describe themselves and their bodies

Teach children to understand what (sexual) harassment is, who they should speak to about it and what can be done to help a victim and perpetrator.

Implementation

Early Years Foundation Stage (EYFS):

As outlined in Development Matters, Personal, Social and Emotional Development is a prime area of learning in Reception classes. Through the EYFS Curriculum, children are taught to play cooperatively, taking turns with others, and learn to show sensitivity to others' needs and feelings. Children are shown how to form positive relationships with adults and other children and they talk about how they and others show feelings. Whilst learning about "Understanding the World," children learn that others do not always enjoy the same things and they are taught about similarities and differences between themselves and others, and among families, communities and traditions. Children make observations of animals and plants and explain why some things occur, and talk about changes.

Key Stage 1

Through the Science curriculum, children learn to identify, name, draw and label the basic parts of the human body. They find out about life cycles and notice that animals, including humans, have offspring which grow into adults. Through the PSHE curriculum, taught through Fridays Are... and the RE syllabus, children reflect on similarities and differences within family relationships and groups, and celebrations, what friendship is and what it looks like alongside how to form healthy relationships with others. Children learn about the importance of personal hygiene to maintain good health and about personal safety.

Key Stage 2

Through the Science curriculum, children build on their knowledge of life cycles and learn to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Children are taught to describe the life process of reproduction in some plants and animals and find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Children learn to describe the changes as humans develop to old age and they are taught to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Through the Computing curriculum, all children are taught about online safety and about appropriate use of social media, cyber-bullying and within Year 6, specific reference to secondary school and what to do if they are asked to send inappropriate content via a social media platform. This supports the children in preparation for their secondary school transition and for the advance demands of social media. Through the PSHE curriculum taught through Fridays Are... and the RE syllabus, children continue to develop an understanding of relationships within a family; between friends and the community, and that there are different patterns of friendship and family relationships. They develop the skills needed to form healthy relationships and to respect other people's emotions, feelings and differing attitudes. They consider how to make simple choices and exercise some basic techniques for resisting pressures.

At Hetton Lyons Primary School we use the 'Yasmin and Tom' and PHSE Association schemes throughout the school as part of our Sex and Relationship Education (SRE) to support the teaching and delivery of our lessons.

Yasmin and Tom is a whole school approach to delivering SRE, taught through age appropriate storybooks that follow the two characters (Yasmin and Tom) as they progress through primary education, from EYFS to Year 6. The scheme covers friendships and relationships, hygiene, labelling body parts, puberty and other topics.

By the end of Primary School children at Hetton Lyons should know:

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| Families and people who are for me | <ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• That 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 if needed |
| Caring friendships | <ul style="list-style-type: none">• 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 |

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| | <p>right</p> <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 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 | <ul style="list-style-type: none"> • 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. |

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| | <ul style="list-style-type: none"> • How information and data is shared and used online. |
| Being safe | <ul style="list-style-type: none"> • 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. |

Equal Opportunities

The RSE programme will be delivered in accordance with the school’s Equality and Diversity policy. Pupils will learn from an early age that there are many different types of “family.” In KS2, pupils will be taught that the term “relationship” may refer to two people of the same or different: gender, ethnicity, religion/belief, or ability/disability. The promotion of any type of relationship shall not occur. Where appropriate, pupils will be given opportunities to discuss specific issues related to puberty in single sex groups. Resources and methods of teaching will be in line with the strategies set out in the policies. The Relationship Education, RSE, and Health Education Regulations 2019 have made Relationships Education **compulsory** in all primary schools and, consequently, parents may not withdraw pupils from these lessons. Sex Education **is not** compulsory in primary schools, therefore Hetton Lyons Primary School parents will be informed about the teaching of sex and relationships and have the opportunity to opt their child out of the lessons. In upper key stage 2 children will have a visit from the School Nurse to talk about puberty. Alternative work will be set for children who have been withdrawn from these lessons. However, in view of the

cross curricular nature of the school's teaching, it is impossible to guarantee that any child will be excluded from discussions of RSE matters which arise outside specific sex education classes.

Protected Characteristics is included within the teaching of RSE; these include:

- Age
- Disability
- Gender including gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex and sexual orientation

Children are taught that these characteristics are what makes them and their families unique and special. The characteristics are discussed freely during Fridays Are and RE sessions, so that children can ask questions and gain an understanding of them so that they know how to treat everyone with care, respect and equality regardless of a person's characteristics.

The learning Environment

Questions raised by pupils will be dealt with in an open, safe and positive learning environment. Building on secure and trustworthy relationships between all members of the class community, is vital to successful and effective teaching and learning within this subject. A set of ground rules is established prior to the unit of work so that both teachers and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions. Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development. Teachers will use their professional skill and discretion before answering questions and if necessary will deal with questions on an individual basis after the lesson with. Where pupil's questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with the child's parents.

Teachers are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue. The usual standards of confidentiality between child and teacher will be observed, except where a child's question might suggest the possibility of abuse. In these circumstances, the Deputy Designated Safeguarding Lead (DSL), Miss Wilson and

Designated Safeguarding Lead, Miss Roberts should be informed. If the DSLs are not able to be contacted, a member of the Senior Leadership Team should be consulted.

Assessment and Evaluation

Hetton Lyons will assess the effectiveness of the aims, content and teaching of the RSE curriculum through planning, lesson observation, work samples, learning environments and feedback from pupils and parents. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

Policy Review

This policy will be reviewed by the governing body as part of its regular review of policies or when there is a change in assessment or curriculum.

Policy Written autumn Term 2021 by: Kate Robinson

Date of next review: Summer term 2022

Further Reading and guidance can be found by following this link;

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)