



# Hayesdown First School

## Relationships and Sex Education policy (from 2020)

**Approved by:** Jon Benger  
(Chair of Governors)

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## 1. Aims

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

- › Provide a framework in which sensitive discussions can take place
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › 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

## 2. Statutory requirements

As a First School academy we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Hayesdown First School 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 working group (PSHE leader, Inclusion Leader and Headteacher) pulled together all relevant information including relevant national and local guidance following training
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 review the policy and submit questions (a face to face meeting was not possible due to Coronavirus)
4. Pupil consultation – we asked children about what they wanted 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.

**Guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996 defines sex education as:**

'Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age'.

**Sex and Relationship Education Guidance (DfE 0116/2000)**

## 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.

Primary sex education is not compulsory in primary schools, Hayesdown First School has determined not to teach any sex education beyond the content of the science curriculum and the Relationships Education and Physical and Mental Health guidance as set out by the DfE:

[www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education](http://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of RSE

At Hayesdown First School RSE is taught within the wider PSHE curriculum; we call this the Personal, Social, Health and Relationships Education (PSHRE) curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) and assemblies.

All teachers and HLTAs deliver the age appropriate PSHRE curriculum using the SCARF (Coram Life Education) resource materials to support its delivery. This involves termly units delivered through a spiral curriculum plus a yearly onsite visit from the "Life bus" which provides an interactive learning experience for all pupils and a parent workshop.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

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).

Beyond the planned programme for PSHRE education, the curriculum provides children with a variety of experiences that have the potential to promote their personal, social, health and relationships education.

These include:

- › Assemblies of Celebration
- › Circle time
- › Sports clubs and participating in inter-school and county tournaments & competitions
- › Drama and music activities and productions
- › Residential visits and day trips
- › Clubs - singing, drama, art & craft, mindfulness, first aid, yoga & active citizens
- › Social and fund raising events
- › Theme days/events, for example The Big Draw, World Book Day, Subject days
- › Mini enterprise projects
- › Charity events
- › Leadership opportunities, for example Playground Leaders, School Council, Eco-team, Captains, Digital Leaders & Antibullying Ambassadors

### **Early Years Foundation Stage:**

PSHRE in the EYFS is mainly delivered through the Personal, social and emotional development (PSED) Early Learning goals. This prime area of the EYFS curriculum supports children to learn to get on with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves.

### **Special Educational Needs:**

PSHRE education is taught to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties.

Aspects of RSE will be taught within the science curriculum and focuses on:

- › Labelling parts of the body
- › noticing that animals, including humans, have offspring which grow into adults
- › finding out how different parts of the body have special functions
- › Observing our changing bodies

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

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

### **7.2 The headteacher**

The headteacher 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:

- › Delivering RSE in a sensitive way

- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the components of RSE

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 headteacher.

All teachers and HLTAs are responsible for teaching RSE in our school. George Sadowski is responsible for leading PSHRE in Hayesdown First School.

## 7.4 Pupils

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

## 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 the non-statutory components of sex education within RSE. However, Hayesdown First School does not deliver non-statutory components of the RSE curriculum.

Staff will always alert parents to the content of the PSHE curriculum in advance of delivery, through curriculum/project maps. Any concerns that parents may have will be addressed sensitively by the class teacher in the first instance and then by the Headteacher if required. .

## 9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or other professionals, to provide support and training to staff teaching RSE.

## 10. Monitoring arrangements

The delivery of RSE is monitored by George Sadowski (PSHRE lead) Anita Crawley (SLT) and Rona Bowles (Governor) responsible through:

- Planning scrutiny
- Learning walks
- Lesson observations
- Questionnaires

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

This policy will be reviewed by the designated member of staff annually. At every review, the policy will be approved by both the governing body and the head teacher.

## Appendix 1: Curriculum map

### HAYESDOWN FIRST SCHOOL: SUBJECT LEADERS PLANNING OVERVIEW

### SUBJECT: PSHRE

YEAR GROUP	AUTUMN	SPRING	SUMMER
RECEPTION	<p><b><u>Unit: Me and my relationships</u></b> Includes feelings/emotions/conflict resolution/friendships</p>	<p><b><u>Unit: Being my best</u></b> Includes keeping healthy /goal setting/achievement</p>	<p><b><u>Unit: Keeping myself safe</u></b> Includes aspects of Relationships Education</p>
YEAR 1	<p><b><u>Unit: Me and my relationships</u></b> Includes feelings/emotions/conflict resolution/friendships</p> <p><u>POP task:</u> Feelings faces</p>	<p><b><u>Unit: Valuing difference</u></b> Includes British Values focus</p> <p><u>POP task:</u> Freddo the alien - same/different/fair</p>	<p><b><u>Unit: Being my best</u></b> Includes keeping healthy /goal setting/achievement</p> <p><i>NB: Swap lesson "Harold learns to ride a bike" for "Healthy me" in this unit.</i></p> <p><u>POP task:</u> draw things that will keep you healthy</p>
YEAR 2	<p><b><u>Unit: Rights and responsibilities</u></b> Includes money/living in the wider world/environment</p> <p><u>POP task:</u> How do I keep calm?</p>	<p><b><u>Unit: Growing and changing</u></b> Includes RSE related issues</p> <p><u>POP task:</u></p>	<p><b><u>Unit: Keeping myself safe</u></b> Includes aspects of Relationships Education</p> <p><u>POP task:</u> Keeping secrets</p>
YEAR 3	<p><b><u>Unit: Me and my relationships</u></b> Includes feelings/emotions/conflict resolution/friendships</p> <p><u>POP task:</u> problem solving and cooperation</p>	<p><b><u>Unit: Keeping myself safe</u></b> Includes aspects of safe internet use, drugs and Relationships Education</p> <p><u>POP task:</u> safe or risky?</p>	<p><b><u>Unit: Valuing difference</u></b> Includes British Values focus</p> <p><u>POP task:</u> differences and things in common</p>
YEAR 4	<p><b><u>Unit: Being my best</u></b> Includes keeping healthy /growth mindset/ goal setting/achievement</p> <p><u>POP task:</u> Keeping healthy/looking after the environment</p>	<p><b><u>Unit: Rights and responsibilities</u></b> Includes money/living in the wider world/environment</p> <p><u>POP task:</u> making a positive difference</p>	<p><b><u>Unit: Growing and changing</u></b> Includes RSE related issues</p> <p><u>POP task:</u> Changes that take place during puberty</p>

## SCARF unit links to RSHE 2020

RECEPTION	<p><b><u>Unit: Being my best</u></b> All SCARF Early Years plans form part of a spiral curriculum that provides the essential building blocks needed to mee the DfE Relationships and Health Education requirements.</p>	<p><b><u>Unit: Me and my relationships</u></b> All SCARF Early Years plans form part of a spiral curriculum that provides the essential building blocks needed to mee the DfE Relationships and Health Education requirements.</p>	<p><b><u>Unit: Keeping myself safe</u></b> All SCARF Early Years plans form part of a spiral curriculum that provides the essential building blocks needed to mee the DfE Relationships and Health Education requirements.</p>
YEAR 1	<p><b><u>Unit: Me and my relationships</u></b> <b>Relationships Ed</b> Respectful relationships: 1,2,3 Being safe: 5 Families and people who care for me: 3,4 Caring friendships: 1,2,3,4,5 <b>Health Ed</b> Mental Wellbeing: 1,2,3,4,6,7</p>	<p><b><u>Unit: Valuing difference</u></b> <b>Relationships Ed</b> Respectful relationships: 1,2,3,5,6 Being safe: 1 Families and people who care for me: 1,2,3,4 Caring friendships: 2,3,4 <b>Health Ed</b> Mental Wellbeing: 6,8</p>	<p><b><u>Unit: Being my best</u></b> <b>Relationships Ed</b> Respectful relationships: 1,2,3,5 Caring friendships: 2,4,5 <b>Health Ed</b> Healthy Eating: 1,2,3 Health Prevention: 3,4,5 Physical health and fitness: 1,3</p>
YEAR 2	<p><b><u>Unit: Rights and responsibilities</u></b> <b>Relationships Ed</b> Respectful relationships: 3,5,6 Being safe: 6,7,8 Caring friendships: 5 <b>Health Ed</b> Mental Wellbeing: 3,4 Basic First Aid: 1</p>	<p><b><u>Unit: Growing and changing</u></b> <b>Relationships Ed</b> Being safe: 2 Caring friendships: 3 <b>Health Ed</b> Mental Wellbeing: 2 Basic First Aid:1,2 Changing adolescent body: 1</p>	<p><b><u>Unit: Keeping myself safe</u></b> <b>Relationships Ed</b> Being safe: 1,2,3,4,5 <b>Health Ed</b> Mental Wellbeing: 2,3,5 Drugs, alcohol and tobacco: 1</p>
YEAR 3	<p><b><u>Unit: Me and my relationships</u></b> <b>Relationships Ed</b> Respectful relationships: 1,2,3 Being safe: 1 Families and people who care for me: 2 Caring friendships: 1,2,3,4 <b>Health Ed</b> Mental Wellbeing: 2,3,4 Internet safety and harms: 4</p>	<p><b><u>Unit: Keeping myself safe</u></b> <b>Relationships Ed</b> Being safe: 1,4,5,6 Online relationships: 1,2,3,4,5 <b>Health Ed</b> Internet safety and harms: 1,3, 5,6,7 Healthy Eating: 3 Drugs, alcohol and tobacco:1</p>	<p><b><u>Unit: Valuing difference</u></b> <b>Relationships Ed</b> Respectful relationships: 1,2,3,5,6,7 Families and people who care for me: 1,2,3,4 Online relationships:2 <b>Health Ed</b> Mental Wellbeing: 5,8 Internet safety and harms:5</p>
YEAR 4	<p><b><u>Unit: Being my best</u></b> <b>Relationships Ed</b> Respectful relationships: 1,2,4 Caring friendships: 2, <b>Health Ed</b> Healthy Eating: 1,2,3 Basic First Aid:1,2</p>	<p><b><u>Unit: Rights and responsibilities</u></b> <b>Relationships Ed</b> Respectful relationships: 3,5,6 Being safe: 6,7,8 Online relationships:2,5 <b>Health Ed</b> Internet safety and harms: 6.7 Physical Health and fitness: 4</p>	<p><b><u>Unit: Growing and changing</u></b> <b>Relationships Ed</b> Respectful relationships: 2,8 Being safe: 1,2,3,4,5,7 Families and people who care for me: 1,2,3,4,5 Caring friendships:1, 5 <b>Health Ed</b> Mental Wellbeing: 2,3,4,9 Changing adolescent body: 1,2</p>

## Appendix 2: By the end of primary school pupils should know (Relationships Education: Primary)

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>



TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

