

HITHERFIELD PRIMARY SCHOOL AND CHILDREN'S CENTRE



Relationships and Sex Education Policy

Our Vision Statement

‘Our vision is to create a school community where everyone feels valued, has the opportunity to explore and develop their strengths and is able to participate in new experiences. We aim to become an inspirational school to produce good citizens for the future in an atmosphere that promotes confidence, high academic achievement, physical health and emotional well being.’

Change Record

Date of review	Authors	Date of next review
July 2022	Joseph Ward & Jacinta Waters	July 2024

INTRODUCTION

During the academic year 2020/21 relationships education became statutory in all schools at key stages 1 and 2. Education about relationships is covered through many aspects of the primary PSHE curriculum (and will go beyond the contents of this RSE policy). At Hitherfield we have sought to ensure that our PSHE education programme includes all elements of the new statutory guidance for relationships education. In order to safeguard all pupils effectively, we believe that Hitherfield should provide a comprehensive programme of relationships and sex education as an integral part of our PSHE provision. We therefore use the term relationships and sex education (RSE), rather than relationships education, to reflect this best practice approach.

Throughout the course of a child's journey through Hitherfield (Nursery to Year 6) they can expect to see images of relationships and families that reflect the vibrant and diverse community that we support. In lessons, assemblies and on display boards stories and images used will show a range of different relationships and family types; giving precedence to none but space to all. Faith perspectives regarding relationships will be shared and discussed if and when appropriate.

Parents do have the right to withdraw their child from aspects of the Relationships and Sex Education (not Relationships or Health Education). If you wish to exercise this right, please speak to the Head of School or the Executive Headteacher in the first instance.

All primary schools must follow the Department for Education's statutory guidance on preparing pupils for the physical and emotional changes of puberty before they experience them. For this reason, we start teaching about puberty in Year 4.

This policy will be read carefully before starting teaching any of the lessons. Teachers will also refer to relevant school policies, such as the Safeguarding Policy.

The curriculum is divided into two year sections, to allow teachers the flexibility to interpret and deliver it at the right time for the children in their class. It is a new curriculum and classes may need to cover a topic from an earlier year's curriculum before they can begin the learning assigned to their age group.

Teachers in the Early Years will continue to deliver their relationships education through the Early Years and Foundation Stage; Personal, Social and Emotional Development, Making Relationships which focuses on enabling children opportunities to play cooperatively in groups with their peers.

OVERVIEW OF THE LESSONS

KEY STAGE ONE (Years 1 and 2)

My special people

This lesson focuses on early learning about healthy, happy relationships, which is later built on in key stage 2. This lesson is based on a story, *Grandfather and I* by Helen E. Buckley, (an alternative story can be used if preferred). Pupils explore the ways the characters in the story care for each other and what makes them special. In addition, pupils think about the special people in their own lives, friendship, family and what it means to care for each other.

Growing up: the human life cycle

This lesson introduces the concept of the human life cycle. Pupils begin to understand how we grow and change as we get older. The lesson focuses on young children growing and changing (puberty is not mentioned until key stage 2). Pupils compare the differences between a baby and a child—what they look like and what they can do. The focus is on becoming independent; how we look after ourselves and each other as we grow, and some of the feelings that accompany the process of growing up.

Everybody's body

Pupils may have been using a variety of different words to name the male and female genitalia/ sex parts, but this lesson directly teaches the correct terminology. It is important for younger pupils to know how to name their body parts correctly as this contributes to safeguarding—helping them to take care of their bodies and keep themselves safe. This is built on later in key stage 2, when pupils learn about puberty and the changes when growing from children to adults. It is suggested that this lesson is taught within the context of other learning about similarities and differences (e.g. growing and changing, people and animals). This lesson also begins to address the issue of gender stereotypes.

KEY STAGE TWO (Years 3 and 4)

What makes a good friend?

This lesson builds on pupils' learning from key stage one about special people and extends their learning about their close networks and friendships. The focus is on the qualities of being a good friend and the importance of friendship in all our lives. This lesson will help to develop pupils' understanding of positive, healthy relationships, and is written at a level appropriate for pupils in year 3 or 4. This concept is re-visited in upper key stage two.

Falling out with friends

This lesson follows on from the previous lesson - What makes a good friend? Sometimes, even good friends have disagreements or 'fall out' – it is important that pupils learn that there are ways to manage this if it happens to them. Pupils should understand that a quarrel does not always mean the end of a friendship and that there are things they can do that might help to mend or strengthen their friendship. To further develop their understanding, pupils explore strategies they can use to try to solve problems that can arise in friendships and to seek help if they need it.

KEY STAGE TWO (Years 4 and 5)

Time to change

The first lesson focuses on some of the external changes that happen to the body during puberty.

Menstruation and nocturnal emissions

The second lesson focuses in more detail on some of the external and internal changes that happen to the human body during puberty.

Physical hygiene

This lesson helps pupils to recognise the importance of personal hygiene during puberty, and to consider some of the questions young people may have about the physical changes at puberty.

Emotions and feelings

This lesson focuses in more detail on some of the emotional changes that may take place during puberty and outlines some of the changes that may occur in friendships and other relationships. It teaches pupils where and how to get help and support.

KEY STAGE TWO (Year 6)

Puberty: recap and review

This lesson has been designed to consolidate pupils' previous learning about puberty and is specifically aimed at year 6 pupils. Pupils should have already learned about puberty in year 4 or year 5, but this lesson gives them the opportunity to recap and review their understanding of puberty, before introducing lessons on how babies are made. It will also allow pupils to revisit key vocabulary used in later lessons.

Puberty: change and becoming independent

This lesson extends pupils' thinking about puberty and the concept of change throughout our lives. It explores in more detail, some of the feelings associated with change. It helps pupils to consider changes that might occur alongside puberty, including moving to secondary school and the new roles and responsibilities that this might bring.

Positive, healthy relationships

Increasing pupils' understanding of what is meant by a positive, healthy and loving relationship is an important part of safeguarding their health and wellbeing. This lesson looks at different kinds of relationships, and the values, expectations and responsibilities within healthy, positive relationships. The lesson also explores some ways that changing relationships can be managed—ensuring behaviour is respectful, even when things do change.

How babies are made

By year 6, it is likely that pupils will have some idea about how babies are made through sexual intercourse. Although it is possible they may have some misconceptions, very few pupils will still believe myths or make-believe stories. Having an understanding of what is meant by sex is an important foundation for the RSE they will receive at secondary school. This lesson emphasises that having sexual intercourse or the decision to have a baby is something for when they are much older. It also emphasises the importance of consent in this context. The lesson enables pupils to reflect on the values and responsibilities within healthy adult relationships and is therefore set clearly within RSE— as part of the wider PSHE education curriculum.

OVERVIEW OF THE WHOLE SCHOOL APPROACH

Throughout the course of a child's journey through Hitherfield (Nursery to Year 6) they can expect to see images of families that reflect the vibrant and diverse community that we support. In lessons, assemblies and on display boards; stories and images used will show a range of different family

types, giving precedence to none but space to all. Faith perspectives will be respectfully shared where appropriate when interacting with children during sessions.

For an overview of the learning objectives and intended learning outcomes for each lesson: see Appendix 1

USEFUL WEBSITES

- www.childline.org.uk
- www.nspcc.org.uk
- www.nhs.uk/Livewell/puberty/Pages/Pubertyinfoforchildren.aspx
- www.kidshealth.org/kid/
- www.bbc.co.uk/education/topics/z3xxsbk
- www.thinkuknow.co.uk/

USEFUL DOCUMENTS

- DfE statutory guidance on SRE: [Sex and Relationships Guidance](#), DfE July 2000*
- Additional guidance, published by the PSHE Association, Sex Education Forum and Brook: [Sex and Relationships Education \(SRE\) for the 21st Century](#), February 2014
- Sex Education Forum's 12 principles of effective RSE

APPENDICES

APPENDIX 1

Overview of lessons – learning objectives and intended learning outcomes:

	Learning objectives We are learning:	Intended learning outcomes We can:
Year 1 or 2 <i>My special people</i>	<ul style="list-style-type: none"> about the special people in our lives and how we care for one another 	<ul style="list-style-type: none"> identify our own special people explain what makes them special to us and why they are important in our lives describe the different ways our special people care for us recognise how we can care for them in return
Year 1 or 2 <i>We are growing: human life cycle</i>	<ul style="list-style-type: none"> about how we change as we grow <p>National Curriculum - Science (NC-S)</p> <p>Identify, name, draw and label the basic parts of the human body.</p>	<ul style="list-style-type: none"> recognise the main stages of the human life cycle (baby, child, adult) recognise that the process of growing takes time and describe what changes when people grow from young to old identify ways we are more independent now than when we were younger describe our feelings about growing and changing

<p>Year 1 or 2</p> <p><i>Everybody's body</i></p>	<ul style="list-style-type: none"> • about the differences and similarities between people 	<ul style="list-style-type: none"> • describe similarities and differences between ourselves and others • challenge simple stereotypes about boys and girls • recognise and use the correct names for main parts of the body
<p>Year 3</p> <p><i>What makes a good friend?</i></p>	<ul style="list-style-type: none"> • about friendship – why it is important and what makes a good friend 	<ul style="list-style-type: none"> • recognise the different types of friendships that are important to us (eg: family, friends, groups we belong to, neighbours) • explain why friendship and having friends is valuable • identify how friends show they care for and value each other • describe what makes a good friendship and what is most important in a friendship
<p>Year 3</p> <p><i>Falling out with friends</i></p>	<ul style="list-style-type: none"> • how to maintain good friendships • about solving disagreements and conflict amongst themselves and their peers 	<ul style="list-style-type: none"> • identify what helps maintain friendships • describe feelings when disagreements and conflict occur • identify what can help and not help if there are friendship problems • demonstrate strategies for solving arguments with peers
<p>Year 4 or 5</p> <p><i>Puberty: time to change</i></p>	<ul style="list-style-type: none"> • about some of the physical changes experienced during puberty 	<ul style="list-style-type: none"> • identify some of the physical changes that happen to bodies during puberty • explain that puberty begins and ends at different times for different people • use scientific vocabulary for external male and female body parts/genitalia
<p>Year 4 or 5</p> <p><i>Puberty: menstruation and wet dreams</i></p>	<ul style="list-style-type: none"> • about the physical changes that happen to males and females during puberty <p>NC-S</p> <p>Describe the changes as humans develop to old age. (Statutory)</p> <p>Pupils should draw a timeline to indicate</p>	<ul style="list-style-type: none"> • use to use scientific vocabulary for external and internal male and female body parts/genitalia • explain what happens during menstruation (periods) • explain what is meant by ejaculation and wet dreams

	stages in growth and development in humans including Puberty. (Non-statutory)	
Year 4 or 5 <i>Puberty: personal hygiene</i>	<ul style="list-style-type: none"> • about the importance of personal hygiene during puberty • to respond to questions about puberty 	<ul style="list-style-type: none"> • explain how and why it is important to keep clean during puberty • describe ways of managing physical change during puberty • respond to questions and give advice to others about puberty

Lesson	Learning objectives We are learning:	Intended learning outcomes We can:
Year 4 or 5 <i>Puberty: emotions and feelings</i>	<ul style="list-style-type: none"> • how and why emotions may change during puberty • about getting appropriate help, advice and support about puberty 	<ul style="list-style-type: none"> • describe how emotions and relationships may change during puberty • know where we can get the help and support we need in relation to puberty
Year 6 <i>Puberty: recap and review</i>	<ul style="list-style-type: none"> • more about the changes that happen at puberty (recap from year 4 or 5) 	<ul style="list-style-type: none"> • describe the physical and emotional changes that occur during puberty and how to manage these • identify myths and facts about puberty, and what is important for a young person to know • demonstrate how to begin conversations (or ask questions) about puberty with people that can help us

<p>Year 6</p> <p><i>Puberty: change and becoming independent</i></p>	<ul style="list-style-type: none"> • about managing change - new roles and responsibilities as we grow up 	<ul style="list-style-type: none"> • describe some changes that happen as we grow up • identify the range of feelings associated with change, transition to secondary school and becoming more independent • describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities
<p>Year 6</p> <p><i>Positive and healthy relationships</i></p>	<ul style="list-style-type: none"> • about what constitutes a positive, healthy relationship • that relationships can change over time 	<ul style="list-style-type: none"> • describe some changes that happen as we grow up • identify the range of feelings associated with change, transition to secondary school and becoming more independent • describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities
<p>Year 6</p> <p><i>How babies are made</i></p>	<ul style="list-style-type: none"> • about adult relationships and the human life cycle • about human reproduction (how a baby is made and how it grows) <p>NCS -Pupils should be taught that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>	<ul style="list-style-type: none"> • identify the links between love, committed relationships / marriage and conception • explain what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults • explain what pregnancy means, how long it lasts and where it occurs i.e.: that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female)

APPENDIX 2

References to the PSHE Association Programme of Study:

Lesson	Core theme 1: Health and Wellbeing	Core theme 2: Relationships:	Core theme 3: Living in the wider world
Year 1 or 2 <i>My special people</i>		R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another	
Year 1 or 2 <i>We are growing : human life cycle</i>	H8. about the process of growing from young to old and how people's needs change H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring		
Year 1 or 2 <i>Everybody's body</i>	H10. the names for the main parts of the body (including external genitalia) the bodily similarities and differences between boys and girls H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy	R9. to identify and respect the differences and similarities between people	L8. ways in which they are all unique; understand that there has never been and will never be another 'them' L9. ways in which we are the same as all other people; what we have in common with everyone else

<p>Year 3</p> <p><i>What makes a good friend?</i></p>		<p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p>	
<p>Year 3</p> <p><i>Falling out with friends</i></p>		<p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R12. to develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and to support others to benefit themselves</p>	
<p>Year 4 or 5</p> <p><i>Puberty : time to change</i></p> <p><i>Puberty: menstruation and wet dreams</i></p>	<p>H8. about change</p> <p>H18. how their bodies will, and emotions may, change as they approach and move through puberty</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p>	<p>R8. to identify and respect the differences and similarities between people</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 (see 'protected characteristics' in the Equality Act 2010)</p>	

<p>Year 4 or 5 <i>Puberty: menstruation and wet dreams</i></p>	<p>H8. about change</p> <p>H18. how their bodies will, and emotions may, change as they approach and move through puberty</p> <p>H20. about taking care of their body</p>	<p>R7. to offer constructive support and feedback to others</p>	<p>L1. to discuss topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p>
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Lesson	Core theme 1: Health and Wellbeing	Core theme 2: Relationships:	Core theme 3: Living in the wider world
<p>Year 4 or 5 <i>Puberty: personal hygiene</i></p>	<p>H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p>		

<p>Year 4 or 5 <i>Puberty: emotions and feelings</i></p>	<p>H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p>	<p>R2. to recognise that their behaviour can affect other people</p>	
<p>Year 6 <i>Puberty: recap and review</i></p>	<p>H8. about change</p> <p>H18. how their bodies will, and emotions may, change as they approach and move through puberty</p> <p>H20. about taking care of their body</p>		
<p>Year 6 <i>Puberty: change and becoming independent</i></p>	<p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H18. how their body will, and their emotions may, change as they approach and move through puberty</p>		<p>L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p>

<p>Year 6</p> <p><i>Positive and healthy relationships</i></p>		<p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</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 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>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>Year 6</p> <p><i>How babies are made</i></p>	<p>H19. about human reproduction</p>	<p>R2. Pupils should have the opportunity to learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p>	

APPENDIX 3

References to National Curriculum Science (2014):

Lesson / Suggested year group/s	National Curriculum Science - Programmes of Study	Statutory requirements:	Non-statutory notes and guidance
We are growing: human life cycle KS1: Year 1 or 2	Year 2: Animals, including humans	Pupils should be taught to notice that animals, including humans, have offspring which grow into adults	<i>They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils recognise growth; they should not be expected to understand how reproduction occurs. Growing into adults can include references to baby, toddler, child, teenager, adult.</i>
Everybody's body KS1: Year 1 or 2	Year 2: Animals, including humans	Pupils should be taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense	<i>Have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes</i>
Puberty Lessons 1-4 KS2: Year 4 or 5	Year 5: Animals, including humans	Pupils should be taught to describe the changes as humans develop to old age	<i>They should learn about the changes experienced in puberty.</i>

How babies are made
KS2: Year 6

Year 6: Evolution and inheritance

Pupils should be taught that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents