

# Castle Hill Primary School Relationships and Sex Education Policy



Reviewed: October 2024

Reviewed by: Head Teacher

*K. L. Stanick*

Approved by: Full Governing Body

Review frequency: Annually

As a committed member of UNICEF and a follower of the conventions in everything we do, we are a rights-respecting school. Therefore, in writing this policy, we relate to Articles 1,2,5,6,34,36. This Policy should be read alongside the school safeguarding policy. This is available from the school office.

## **1. Introduction**

In this document, Relationships and Sex Education (RSE) is defined as learning about the emotional, social and physical aspects of growing up; relationships; sex; human sexuality; and sexual health. It is about understanding the importance of stable and loving relationships, respect, love and care. In our school, RSE is an ingrained part of the Personal, Social and Health Education curriculum; the planning is tailored to both the age and physical and emotional maturity of the children and is planned and delivered in line with PSHE Association's guidance on Relationships and Sex Education (2022).

## **2. Rationale**

### What is the aim of RSE?

RSE aims to prepare all pupils for the opportunities, responsibilities and experiences of life. It aims to equip young people with the information, skills and values which they will need to lead safe, fulfilling, enjoyable relationships. This will help them go on beyond primary school, to take responsibility for their sexual health and wellbeing.

Research has shown that a comprehensive RSE curriculum can help young people to feel more positive about themselves and to understand what a healthy relationship looks like, as well as to delay the age at which they become sexually active. Young people who feel good about themselves are more knowledgeable and confident about relationships, more likely to be more discerning in their relationships and sexual behaviours and also more likely to have healthy, safe and fulfilling relationships.

### What is RSE?

The term Relationships and Sex education – RSE – is used in this policy rather than sex education. This is to stress that, in line with the DfE 2021 Guidance, our approach at Castle Hill Primary School goes beyond provision of biological information to focus also on clarifying attitudes and values, developing self-esteem and the skills to manage relationships. The focus is on teaching the fundamental building blocks and characteristics of positive, healthy, respectful relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults in all contexts, including online. The key elements of Relationship Education have been divided into three sections: Families and Friendships, Safe Relationships, and Growing and Changing.

### What is the school's approach to RSE?

The schools approach to RSE consists of:

1. RSE modules delivered within a planned PSHE programme.
2. The National Curriculum Science Programme of Study.
3. Pastoral support for pupils who experience difficulties.
4. Provision of appropriate information through leaflets and books.
5. Intervention and advice from the school nurse or other external agencies, as and when appropriate.

### Statutory Requirements

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made

Relationships Education compulsory in all primary schools from September 2020. Sex Education is not compulsory in primary schools however puberty is covered in the Relationships and Health Education content and the Department for Education (DfE) continues to recommend that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils. In addition, the National Curriculum for science includes subject content in related areas, such as 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.

### **3. Equal opportunities**

The school strongly believes that all pupils should have access to RSE that is relevant to their needs. To achieve this, the school's approach to RSE will take account of:

- Ethnic and cultural diversity Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.
- Varying home backgrounds. We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall always endeavour to prevent stigmatisation of children based on their home circumstances.
- Sexuality. Some of our pupils will go on to define themselves as lesbian, gay, bi-sexual, transgender or questioning (LGBTQ). Pupils may also have LGBTQ parents/carers, brothers or sisters, other family members and/or friends. Eventually all our pupils will meet and work with LGBTQ people. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality and we shall actively tackle homophobic or sexist bullying.
- Special educational needs. We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.

### **4. A Whole School Approach**

#### **Teaching staff**

All teachers are involved in the school's RSE provision. Some RSE is taught through the PSHE programme and some through Science and other curriculum areas. All teachers play an important pastoral role by offering support to pupils. Teachers will be consulted about the school's approach to RSE and aided in their work by provision of resources, background information, and access to appropriate training and support and advice from experienced members of staff.

**Non-teaching staff** may be involved in a supportive role in some RSE lessons and play an important, formal or informal pastoral support role with pupils. They will have access to information about the RSE programme and be supported in their pastoral role.

**Governors** have responsibilities for school policies. They will be consulted about the RSE provision and policy.

**Parents/carers** have a legal right to have information about the school's RSE provision. They may have access at any point to the programme of work and are invited to come into school to discuss the content of the lessons. The class teacher or PSHE subject leader would be willing to work with them at any point, however, under the new statutory guidance, parents cannot withdraw their children from Relationships Education. They may only withdraw their child from sex education beyond the national curriculum for Science. The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. Letters will always be sent to parents prior to any discrete teaching of RSE

lessons. If a parent/carer has any concerns about the RSE provision we will take time to address concerns and allay any fears.

**Outside agencies and speakers** may be involved in contributing to RSE lessons. The school will only work with agencies and speakers who are appropriate to pupil needs. We shall work in partnership with them and jointly plan their work within the school.

**Pupils** have an entitlement to RSE and pastoral support appropriate to their age and circumstance. They will be consulted about their RSE needs and their views will be central to developing the provision.

## **5. The teaching of RSE**

The taught RSE programme will be delivered as part of the school's approach to PSHE, in line with the PSHE Association's Programme of Study, which is a graduated, age-appropriate programme. In addition, certain biological aspects are taught through Science lessons. Elements of RSE will arise in other areas of the curriculum. Relationship and Sex education takes place within mixed sex classes, or single gender groups as deemed appropriate and relevant.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and Relationships	<p>Pupils will learn: <b>(3)</b></p> <ul style="list-style-type: none"> <li>• About people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>• What it means to be a family and how families are different, e.g. single parents, same-sex parents, etc</li> <li>• About the importance of telling someone — and how to tell them — if they are worried about something in their family</li> </ul>	<p>Pupils will learn: <b>(3)</b></p> <ul style="list-style-type: none"> <li>• How to be a good friend, e.g. kindness, listening, honesty, including strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>• About what causes arguments between friends, and how to positively resolve these</li> </ul> <p>How to recognise, and ask for help, when they are feeling</p>	<p>Pupils will learn: <b>(3)</b></p> <ul style="list-style-type: none"> <li>• To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents; That being part of a family provides support, stability and love</li> <li>• About the positive aspects of being part of a family, such as spending time together and caring for each other; About the different</li> </ul>	<p>Pupils will learn: <b>(4)</b></p> <ul style="list-style-type: none"> <li>• About the features of positive healthy friendships such as mutual respect, trust and sharing interests; Strategies to build positive friendships</li> <li>• How to seek support with relationships if they feel lonely or excluded</li> <li>• How to communicate respectfully with friends when using digital devices</li> <li>• How knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know; What to do or whom to tell if they are worried about any contact online</li> </ul>	<p>Pupils will learn: <b>(5)</b></p> <ul style="list-style-type: none"> <li>• What makes a healthy friendship and strategies to help someone feel included</li> <li>• About peer influence and how it can make people feel or behave, including online; Strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>• That it is common for friendships to experience challenges, and strategies to positively resolve disputes and reconcile differences in friendships</li> <li>• That friendships can change over time and the benefits of having new and different types of friends</li> </ul>	<p>Pupils will learn: <b>(4)</b></p> <ul style="list-style-type: none"> <li>• What it means to be attracted to someone and different kinds of loving relationships; That people who love each other can be of any gender, ethnicity or faith</li> <li>• The difference between gender identity and sexual orientation and everyone's right to be loved</li> <li>• About the qualities of healthy relationships that help individuals flourish; Ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>• What marriage and civil partnership mean e.g. a legal declaration of</li> </ul>

			<p>ways that people can care for each other e.g. giving encouragement or support in times of difficulty</p> <ul style="list-style-type: none"> <li>• To identify if/when something in a family might make someone upset or worried; What to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul>		<ul style="list-style-type: none"> <li>• How to recognise if a friendship is making them feel unsafe, worried, or uncomfortable and how to seek support in relation to friendships</li> </ul>	<p>commitment made by two adults; That people have the right to choose whom they marry or whether to get married</p>
Safe Relationships	<p>Pupils will learn: <b>(4)</b> About situations when someone's body or feelings might be hurt and whom to go to for help</p>	<p>Pupils will learn: <b>(5)</b></p> <ul style="list-style-type: none"> <li>• How to recognise hurtful behaviour, including online, and what to do and whom to tell if they see or experience hurtful</li> </ul>	<p>Pupils will learn: <b>(5)</b></p> <ul style="list-style-type: none"> <li>• What is appropriate to share with friends, classmates, family and wider</li> </ul>	<p>Pupils will learn: <b>(5)</b></p> <ul style="list-style-type: none"> <li>• To differentiate between playful teasing, hurtful behaviour and bullying, including online; How to respond if they</li> </ul>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> </ul>	<p>Pupils will learn: <b>(4)</b></p> <ul style="list-style-type: none"> <li>• To compare the features of a healthy and unhealthy friendship</li> <li>• How to recognise and respond to</li> </ul>

	<ul style="list-style-type: none"> <li>• About what it means to keep something private, including parts of the body that are private</li> <li>• To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches); How to respond if being touched makes them feel uncomfortable or unsafe</li> <li>• When it is important to ask for permission to touch others; How to ask for and give/not give permission</li> </ul>	<p>behaviour, including online</p> <ul style="list-style-type: none"> <li>• About what bullying is and different types of bullying; How someone may feel if they are being bullied</li> <li>• About the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>• How to resist pressure to do something that feels uncomfortable or unsafe</li> <li>• How to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul>	<p>social groups including online</p> <ul style="list-style-type: none"> <li>• About what privacy and personal boundaries are, including online</li> <li>• Basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>• That bullying and hurtful behaviour is unacceptable in any situation; About the effects and consequences of bullying for the people involved</li> </ul> <p>About bullying online, and the similarities and differences to face-to-face bullying; What to do and whom to tell if they see or experience bullying or hurtful behaviour</p>	<p>witness or experience hurtful behaviour or bullying, including online</p> <ul style="list-style-type: none"> <li>• Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable; How to manage pressures associated with dares</li> <li>• When it is right to keep or break a confidence or share a secret</li> <li>• How to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li> <li>• How to recognise risks online such as harmful content or contact; How people may behave differently online including</li> </ul>	<p>and how to respond to unwanted or unacceptable physical contact</p> <ul style="list-style-type: none"> <li>• How to ask for, give and not give permission for physical contact</li> <li>• How it feels in a person's mind and body when they are uncomfortable, and that it is never someone's fault if they have experienced unacceptable contact</li> <li>• That no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> <li>• Whom to tell if they are concerned about unwanted physical contact</li> </ul>	<p>pressure from others to do something unsafe or that makes them feel worried or uncomfortable; About the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong; Strategies to respond to pressure from friends including online</p> <ul style="list-style-type: none"> <li>• How to assess the risk of different online 'challenges' and 'dares' ; How to get advice and report concerns about personal safety, including online</li> <li>• What consent means and how to seek and give/not give permission in different situations</li> </ul>
--	---	---	---	---	---	--

				pretending to be someone they are not		
Growing and Changing	<p>Pupils will learn: <b>(4)</b></p> <ul style="list-style-type: none"> <li>• To recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>• How to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>• How they are the same and different to others</li> <li>• About different kinds of feelings; How to recognise feelings in themselves and others; How feelings can affect how people behave</li> </ul>	<p>Pupils will learn: <b>(4)</b></p> <ul style="list-style-type: none"> <li>• About the human life cycle and how people grow from young to old</li> <li>• How our needs and bodies change as we grow up</li> <li>• To identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).</li> <li>• About change as people grow up, including new opportunities and responsibilities</li> </ul>	<p>Pupils will learn: <b>(3)</b></p> <ul style="list-style-type: none"> <li>• That everyone is an individual and has unique and valuable contributions to make</li> <li>• To recognise how strengths and interests form part of a person's identity; How to identify their own personal strengths and interests and what they're proud of (in school, out of school)</li> </ul> <p>To recognise common challenges to self-worth e.g. finding school work difficult, friendship issues; Basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what</p>	<p>Pupils will learn: <b>(5)</b></p> <ul style="list-style-type: none"> <li>• How to identify external genitalia and reproductive organs</li> <li>• About the physical and emotional changes during puberty; Strategies to manage the changes during puberty including menstruation</li> <li>• Key facts about the menstrual cycle and menstrual wellbeing</li> <li>• The importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>• How to discuss the challenges of puberty with a trusted adult; How to get information, help and advice</li> </ul>	<p>Pupils will learn: <b>(4)</b></p> <ul style="list-style-type: none"> <li>• About personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>• That for some people their gender identity does not correspond with their biological sex</li> <li>• How to recognise, respect and express their individuality and personal qualities</li> </ul> <p>About the link between participating in interests, hobbies and community groups and boosting their mood and emotional wellbeing</p>	<p>Pupils will learn: <b>(4)</b></p> <ul style="list-style-type: none"> <li>• To recognise some of the changes as they grow up e.g. increasing independence</li> <li>• About what being more independent might be like, including how it may feel</li> <li>• About the transition to secondary school and how this may affect their feelings; about how relationships may change as they grow up or move to secondary school; Practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> <li>• Longer session:</li> </ul>

			they are good at, trying again	about puberty		Identify the links between love, committed relationships and conception; What sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults; How pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb; About the responsibilities of being a parent or carer and how having a baby changes someone's life
--	--	--	-----------------------------------	---------------	--	---

## Ground Rules

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationships. To this end, ground rules have been agreed to provide a common values framework within which to teach.

- No one (teacher or pupil) will be expected to answer a personal question
- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Everyone will listen and respect each other.
- The school's confidentiality/safeguarding policies are adhered to.

## Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not always have to be answered immediately, it may be more appropriate to address them later. Castle Hill Primary School believes that individual teachers must use their skill and discretion in these situations and could refer to the PSHE subject leader, Designated Safeguarding Lead or INCo . Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting. Teachers should set the tone by speaking in a matter-of-fact way and ensure that pupils discuss issues in a way which does not encourage giggling and silliness. Pupils will also be encouraged to write down questions anonymously and post them in a 'problem box'. The teacher will have time to prepare age appropriate answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate. If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher will acknowledge the question and promise to attend to it later on an individual basis. Teachers will not provide more information than is appropriate to the age of the child. If a teacher is concerned that a pupil is at risk of sexual abuse, the DSL will be informed and child protection procedures will be followed.

## **6. Confidentiality**

Teachers conduct Relationship and Sex education lessons in a sensitive manner and in confidence. Good RSE practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report. School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Should disclosures be made to a member of staff by a child regarding their possible involvement in sexual activity, the school's Confidentiality and Safeguarding Policies should be referred to.

## **7. Monitoring and Reviewing**

The governing body monitors our RSE policy on an annual basis. If, after consultation with the teaching staff, the policy needs modification, the committee reports its findings and recommendations to the full governing body. The Management Committee gives serious consideration to any comments from parents about the sex education programme.