



Relationships and Sex Education Policy

Hamble Primary School

This policy should be read alongside our school aims, which are based on the Convention on the Rights of the Child and Oxfam's definition of a Global Citizen.

Name of School	Hamble Primary School
Date of Policy Review	July 2023
Date of Next Review	July 2025
Name of Responsible Manager	Mrs C Hewitt
Name of Headteacher	Mrs C Hewitt

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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
- › 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 the correct vocabulary to describe themselves and their bodies

RSE at our school fundamentally supports our school aims, which are based upon the UN Convention on the Rights of the Child. The curriculum is particularly supportive of the aim 'Informed Health', which states that 'we aim to develop children who are well informed and able to make safe and healthy choices in all aspects of their life, both physically and emotionally, taking responsibility for their own actions'. The curriculum also supports our commitment to The Equality Act.

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.

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 Hamble Primary 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 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 governors were given the opportunity to look at the policy and invited to ask questions / make recommendations
4. Pupil consultation – the Junior Leadership Team were consulted with regards to what 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.

At Hamble Primary School we see RSE as part of our safeguarding responsibilities.

5. Curriculum

Our curriculum is set out as per Appendix 1, we may need to adapt it as and when necessary, however, the basic content will remain.

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 will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

We are following the Thematic Curriculum as set out by the PSHE (Personal, Social and Health Education) Association.

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 may be included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by their class teacher, with support from more experienced members of staff if necessary. There may be times when other teachers within the year team may teach parts of the curriculum, for example, if there is a need to split the groupings in a way other than the class grouping.

Pupils with specific SEN needs will generally be included in all of the RSE curriculum, although for some pupils conversations and discussions with parents may shape their curriculum offer. Specific religious or cultural needs will be taken in to consideration, in consultation with a child's parents.

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

The Medway Primary PSHE Education Programme will be used as the basis for the teaching of Sex Education.

For more information about our RSE curriculum, including references to the Science National Curriculum, see Appendices.

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 has delegated the approval of this policy to the Headteacher.

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/non-science 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 non-statutory/non-science 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.

RSE will be taught by all the class teachers within the 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 have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

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

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

9. Training

Staff are trained on the delivery of RSE, it is included in our continuing professional development calendar.

The headteacher 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, as and when required.

10. Monitoring arrangements

The delivery of RSE is monitored by through:

Learning Walks, conversations with pupils, class books, conversations with staff.

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

This policy will be reviewed by the Senior Leadership Team, every two years. At every review, the policy will be approved by the Headteacher.

Appendix 1: Curriculum Overview

Personal, Social and Health Education: Thematic Model Overview (Based on an overview from the PSHE Association)

	Relationships	Living in the Wider World	Health and Wellbeing
EYFS	One of the four guiding principles of the EYFS Framework is: children learn to be strong and independent through positive relationships . Personal, social and emotional development is one of the prime areas of learning. <i>Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities</i>		
Year 1	<p>Families and Friendships – roles of different people; families; feeling cared for</p> <p>Safe Relationships – recognising privacy; staying safe seeking permission</p> <p>Respecting Ourselves and Others – how behaviour affects others; being polite and respectful</p>	<p>Belonging to a Community – what rules are; caring for others' needs; looking after the environment</p> <p>Media Literacy and Digital Resilience – using the internet and digital devices; communicating online</p> <p>Money and Work – strengths and interests; jobs in the community</p>	<p>Physical Health and Mental Wellbeing – keeping healthy; food and exercise; hygiene routines; sun safety</p> <p>Growing and Changing – recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>Keeping Safe – how rules and age restrictions help us; keeping safe online</p>
Year 2	<p>Families and Friendships – making friends; feeling lonely and getting help</p> <p>Safe Relationships – managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>Respecting Ourselves and Others – recognising things in common and differences; playing and working cooperatively; sharing opinions</p>	<p>Belonging to a Community – belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>Media Literacy and Digital Resilience – the internet in everyday life; online content and information</p> <p>Money and Work – what money is; needs and wants; looking after money</p>	<p>Physical Health and Mental Wellbeing – why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>Growing and Changing – growing older; naming body parts; moving class or year</p> <p>Keeping Safe – safety in different environments; risk and safety at home; emergencies</p>
Year 3	<p>Families and Friendships – what makes a family; features of family life</p> <p>Safe Relationships –personal boundaries; safely responding to others; the impact of hurtful behaviour</p>	<p>Belonging to a Community – the value of rules and laws; rights, freedoms and responsibilities <i>(making sure that children are made aware that rights are unconditional and are in no way have linked responsibilities - NR)</i></p>	<p>Physical Health and Mental Wellbeing – health choices and habits; what affects feelings; expressing feelings</p> <p>Growing and Changing – personal strengths and achievements; managing and reframing setbacks</p>

	Respecting Ourselves and Others – recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Media Literacy and Digital Resilience – how the internet is used; assessing information online Money and Work – different jobs and skills; job stereotypes; setting personal goals	Keeping Safe – risks and hazards; safety in the local environment and unfamiliar places
Year 4	Families and Friendships – positive friendships, including online Safe Relationships – responding to hurtful behaviour; managing confidentiality; recognising risks online Respecting Ourselves and Others – respecting differences and similarities; discussing difference sensitively	Belonging to a Community – what makes a community; shared responsibilities Media Literacy and Digital Resilience – how data is shared and used Money and Work – making decisions about money; using and keeping money safe	Physical Health and Mental Wellbeing – maintaining a balanced lifestyle; oral hygiene and dental care Growing and Changing – physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty Keeping Safe – medicines and household products; drugs common to everyday life
Year 5	Families and Friendships – managing friendships and peer influence Safe Relationships – physical contact and feeling safe Respecting Ourselves and Others – responding respectfully to a wide range of people; recognising prejudice and discrimination	Belonging to a Community – protecting the environment; compassion towards others Media Literacy and Digital Resilience – how information online is targeted; different media types, their role and impact Money and Work – identifying job interests and aspirations; what influences career choices; workplace stereotypes	Physical Health and Mental Wellbeing – healthy sleep habits; sun safety; medicines; vaccinations; immunisations and allergies Growing and Changing – personal identity; recognising individuality and different qualities; mental wellbeing (puberty / periods / wet dreams) Keeping Safe – keeping safe in different situations, including responding in emergencies, first aid
Year 6	Families and Friendships – attraction to others; romantic relationships; civil partnership and marriage Safe Relationships – recognising and managing pressure; consent in different circumstances Respecting Ourselves and Others – expressing opinions and respecting other points of view, including discussing topical issues	Belonging to a Community – valuing diversity; challenging discrimination and stereotypes Media Literacy and Digital Resilience – evaluating media sources; sharing things online Money and Work – influences and attitudes to money; money and financial risks	Physical Health and Mental Wellbeing – what affects mental health and ways to take care of it; managing change; loss and bereavement; managing time online Growing and Changing – human reproduction and birth; increasing independence; managing transitions

			Keeping Safe –keeping personal information safe; regulations and choices; drug use and the law; drug use and the media
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Specific Relationships and Sex Education Overview for Hamble Primary School

(to be taught as part of the Thematic Overview, using Medway Primary PSHE Education Programme, recommended by the PSHE Association)

	Relationships	Living in the Wider World	Health and Wellbeing
EYFS	One of the four guiding principles of the EYFS Framework is: children learn to be strong and independent through positive relationships . Personal, social and emotional development is one of the prime areas of learning. <i>Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities</i>		
Year 1	My Special People (A1) Identify their special people (family, friends, carers), what makes them special and how special people should care for one another NSPCC – (PANTS resource)		Everybody's Body (S2) Ways in which they are all unique; understand that there has never been and will never be another 'them' Ways in which we are the same as all other people; what we have in common with everybody else
Year 2	Everybody's Body (A3) Identify and respect the differences and similarities between people Focus for Anti-Bullying Week	Everybody's Body (Sp1) Ways in which they are all unique; understand that there has never been and will never be another 'them' Ways in which we are the same as all other people; what we have in common with everybody else	Growing Up: human life cycle (S2) The process of growing from young to old and how people's needs change About growing and changing and the new opportunities and responsibilities that increased independence may bring Everybody's Body (S2) Names for the main parts of the body, bodily similarities and differences between boys and girls What is meant by privacy, their right to keep things private and respecting the privacy of others.
Year 3	What Makes a Good Friend? Focus for Anti-Bullying Week Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships		

	Falling Out with Friends Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships 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		
Year 4	Positive Friendships, including online Focus for Anti-Bullying Week Respecting Differences (A3) Identify and respect the differences and similarities between people 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 (protected characteristics in the Equality Act 2010)		Puberty: Time to Change (S2) About change How their bodies will, and emotions may, change as they approach and move through puberty About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe Puberty, Personal Hygiene (S2) Deepen their understanding of good and not so good feelings, extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
Year 5	Responding Respectfully, Recognising Prejudice and Discrimination (A3) Focus for Anti-Bullying Week Identify and respect the differences and similarities between people 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 (protected characteristics in the Equality Act 2010) Managing Friendships and Peer Influence (A1) Recognise that their behaviour can affect others		Puberty, Menstruation and Wet dreams (S2) Personal Hygiene (S2) About change How their bodies will, and emotions may, change as they approach and move through puberty About taking care of their body Puberty, Emotions and Feelings (S2) Deepen their understanding of good and not so good feelings, extend their vocabulary to enable them to explain both the range and intensity of their feelings to others Recognise that they may experience conflicting emotions and when they might need to be listened to, or overcome these. How Babies are Made (S2) About human reproduction

Year 6	<p>Positive and Healthy Relationships (through Autumn) Focus for anti-Bullying Week – Protected Characteristics (Equality Act 2010)</p> <p>Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>Recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>That civil partnerships and marriage are an example 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>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>Puberty: Recap and Review (S2)</p> <p>About change</p> <p>How their bodies will, and emotions may, change as they approach and move through puberty</p> <p>Personal Hygiene (S2)</p> <p>About taking care of their body</p> <p>Puberty: Change and becoming Independent (S2)</p> <p>Recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>How their body will, and their emotions may, change as they approach and move through puberty</p> <p>How Babies are Made (S2) – Revisit</p> <p>About human reproduction</p>
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References to National Curriculum Science (2014)

	National Curriculum Science – Programmes of Study	Statutory Requirements	Non-statutory Notes and Guidance
We Are Growing: Human Life Cycle (Year 2)	Year 2: Animals, including Humans	Pupils should be taught to notice that animals, including humans, have offspring which grow into adults.	They should also be introduced to the process 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 reference to baby, toddler, child, teenager, adult.
Everybody's Body (Year 1 and 2)	Year 2: Animals, including Humans	Pupils should be taught to identify, names, draw and label the basic parts of the human body and say which part of the body is associated with which sense.	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
Puberty (Year 4 / 5 / 6)	Year 5: Animals, including Humans	Pupils should be taught to describe the changes as humans develop to old age	They should learn about the changes experienced in puberty.
How Babies are Made (Year 5/6)	Year 6: Evolution and Inheritance	Pupil should be taught that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.	

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> 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	<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 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

TOPIC	PUPILS SHOULD KNOW
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 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	<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 • 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

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	