



Relationship and Sex Education Policy Overview **Hillstone Primary School 2017**

The Relationships and Sex Education (RSE) curriculum lies within the personal, social, health and economic education (PSHE) programme and science curriculum. We aim to deliver this through our Hillstone Lifeskills curriculum (see the full HLS policy for details).

The objective of RSE is to help and support children through their emotional, social, moral and physical development. The programme will help children learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. It will provide a foundation for further work at secondary school (DfEE 2000 framework).

Teaching

The RSE curriculum is taught through the Jigsaw scheme on which our current HLS curriculum is based upon. Each class will receive three lessons related to RSE which will be taught by the class teacher. These lessons are designed to be appropriate to each age group. All lessons are taught in a relaxed environment and ground rules must be set and maintained so all the children feel comfortable and secure. Lesson coverage will be delivered through:

- Class based discussions and debates
- Information texts
- Stories
- *Outside visitors*
- *Educational visits*

There should always be 2 members of teaching staff present in all RSE lessons.

All staff will be supported in this work with opportunities for team teaching, which will need to be planned and agreed in advance. The teaching of RSE will be flexible in order to take into account the needs of the individual year groups. The same content will be delivered to both boys and girls within each year group through the relevant Jigsaw pieces. The curriculum content and delivery will be monitored and frequently reviewed by the PSHE co-ordinator and Head Teacher.



RSE aims and content

The content and aims of RSE will be progressive and age appropriate. For a full yearly overview of content and coverage see appendix 1 of the HLS policy.

The main aims of RSE teaching will be to;

- Highlight the importance of stable relationships for family life and bringing up children.
- Enforce the significance of stable relationships as key building blocks of community and society.
- Highlight the different types of families, including: adoption, fostering, carers, and same sex parents (care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances).
- Enforce skills for building positive, loving, caring, enjoyable, respectful and non-exploitative relationships.
- Challenge gender stereotypes and anti-sexist attitudes.
- Teach the correct terminology for naming the body parts.
- Develop awareness of personal hygiene.
- Develop skills and understanding to enable pupils to make healthy, responsible choices about their health and well-being.
- Develop knowledge and understand the physical and emotional changes that occur during puberty.
- Help pupils move more confidently and responsibly into adolescence.
- Help pupils to develop self-esteem and a positive self-image, enabling them to value and respect themselves and others.
- Use knowledge and skills to make informed choices.
- Develop an understanding of personal space, appropriate and inappropriate touches, safe and unsafe situations and the right to feel and be safe. Pupils should know they have the right to say “no” and know who they can ask for help.
- Teach pupils how babies are conceived.
- Challenge anti-homophobic attitudes, bullying or name-calling.
- Highlight media influences and messages, e.g. TV, mobile phone messages, videos, comics, Play station games, lyrics to songs, advertising, etc.

It is designed to help pupils develop the skills and understanding they need to live confident, healthy and independent lives. It will play an important role, alongside other aspects of the curriculum and school life, in helping pupils deal with difficult moral and social questions. It aims to provide accurate information and help to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice. It will help prepare pupils for the opportunities, responsibilities and experiences of adult life.



Resources

The Jigsaw scheme and content will provide pictures, worksheets, animations and books to support the teaching of RSE, which will be accessible to all teachers. All resources will be reviewed before use to ensure they are relevant and appropriate for the age group. The use of outside visitors and educational visits can be used to support RSE teaching where relevant, for example the use of healthcare professional, nurses, health and well-being talks, etc.

Safeguarding

Pupils will be informed that 100% confidentiality cannot be assured at the start of all RSE lessons. For any disclosures or suspected Child Protection concerns identified during the lessons, the school's safeguarding policy and procedures should be followed.

Answering difficult questions

The school aims to support and encourage children in asking for help therefore all questions will be answered appropriately within the following framework:

- Question slips will be used within RSE lessons for children to write any questions that they feel uncomfortable asking out loud.
- Correct and appropriate terminology will be used throughout all RSE lessons. The use of correct terminology will also be encouraged throughout the school.
- It is inappropriate for both teachers and children to answer any personal questions.
- Staff are encouraged to answer all questions but will use their professional judgement to decide whether an appropriate response should be given in a whole class situation or referred to home or to the head teacher.
- With support of our equal opportunities policy staff will challenge discrimination and stereotyping.
- Staff will support children to understand that people hold different points of view and that there is not always one clear and correct answer.



Working with parents

The school seeks to work in partnership with parents through consultation and support. The school recognises that parents play a vital role in providing education about relationships and growing up. We aim to support parents in this role. Parents will be informed through a letter prior to RSE lessons being delivered and will be invited to a parent meeting to view resources and discuss the teaching content. Any specific questions may be discussed with the Head teacher or PSHE Co-ordinator at any time.

Parent withdrawal

Parents have a right to withdraw their child from those elements of the RSE programme that do not form part of the National Curriculum. See appendix 2 of the HLS full policy for science national curriculum links. If parents have concerns about the content of RSE or want to withdraw their child they will need to make an appointment with the class teacher or PSHE co-ordinator to discuss it. Any complaint should be referred to the Head teacher.

Provision for pubertal pupils

Supplies of sanitary protection will be available from the SEN room, the main office, or L.Hepburn's office. Pupils will be able to speak to any member of staff they feel comfortable with to access supplies. All male teachers will refer to a female member of staff in regards to this. A sanitary disposal unit is available in all female KS2 toilets and also in the disabled toilet located within the Community room.

Equal opportunities

It is intended that the school's RSE policy and programme will reflect the ethos of the school, by providing a secure, inclusive, non-judgemental environment in which to learn. Therefore, no child or family will be discriminated against on grounds of race, gender, health, ability, social background, sexuality, or faith.

OFSTED

The policy will be reviewed annually, unless a more immediate review is needed in response to any new guidance.