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Inspired Education Group UK

# Hilden Grange School

## Relationships and Sex Education Policy

**Policy reviewed by:** N Brown

**Review date:** June 2024

**Submission:** July 2024

**Policy actioned from:** July 2024 – August 2025

**Next review date:** June 2025

**Reviewer's Signature:** N Brown

**Head Teacher's Signature:** M Gough

Please note: 'School' refers to Hilden Grange School; 'parents' refers to parents, guardians and carers.

There is a public consultation on the Government's draft RSHE guidance that is running from 16 May to 11 July 2024 – the policy is therefore as up to date as it can be. To be amended once consultation over.

### **This policy also applies to the Early Years and EYFS, Foundation Stage**

#### **Introduction:**

'SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

Effective RSHE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if required. It also enables children and young people to make responsible and informed decisions about their health and well-being; teaching them about the importance of a healthy lifestyle and positive mental health, about online and offline safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being.

RSHE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish. It is designed to help all children from all backgrounds to thrive in modern day Britain.

*"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."*

Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

Our policy is based on, and takes account of, statutory requirements and good practice. It also takes into consideration the 9 Protected Characteristics as identified in the Equality Act 2010.

Parents and carers can access the policy through the School Website or by asking for a copy from the School Office.

#### **Aims and Objectives:**

The aims of Relationships and Sex Education (RSE) at Hilden Grange 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

### **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.

### **Policy Development:**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – Head of PHSEE pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parental consultation – parents were invited to contact the school after seeing the Draft Policy and also attend an annual Information Evening
- Pupil consultation – we investigated what exactly pupils want from their RSE during the Needs Assessment with Year 5 and where appropriate, other year groups
- Ratification – once amendments were made, the policy was shared with The Headteacher and SLT and ratified

Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum.

### **Equalities**

The PSHEE department follows the school's Equal Opportunities Policy. We promote the needs and interests of all pupils irrespective of gender, culture, ability or aptitude. Teaching will take into account the ability, age, readiness and cultural backgrounds of our pupils to ensure that all can access PSHEE provision. We will use PSHEE education as a vehicle to address diversity and to ensure equality for all.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

### **Roles and Responsibilities:**

The Head of PHSEE is responsible for the supporting the teaching of RSE, including our external educator, Yoan Reed from Lifeskills, who delivers workshops to Years 5-8.

### **The role of the Headteacher**

It is the responsibility of the Headteacher, along with the Head of PSHEE and SLT, to ensure that all staff and parents are informed about the RSHE policy, and that the policy is implemented effectively. It is their responsibility to create positive social norming of such themes across the entire school. It is also the Headteacher’s responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. It is the shared responsibility of the Headteacher and Head of PHSEE to respond appropriately to parents who wish to withdraw their child(ren) from the lessons.

External agencies will also be invited into school to provide support and training to staff teaching RSE. The school liaises with these external agencies regarding the school RSHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

### **The Staff:**

Staff are responsible for delivering / following-up Yoan Reed sessions in a sensitive way, modelling positive attitudes. Staff are expected to monitor progress and respond to the needs of individual pupils. Staff do not have the right to opt out of teaching RSE, but if there are concerns they are encouraged to speak to the Head of PHSEE to employ the best approach, together.

### **The Pupils:**

The pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. All pupils will follow the Jigsaw Charter – a set of rules to create a safe learning environment. The pupils who participate in Yoan Reed's workshops, use ROCK rules (Respect, Opt out, Confidentiality and Kindness)

### **Curriculum:**

Our curriculum is set out below but we may need to adapt it, as and when is 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.

Hilden Grange delivers RSHE to pupils in timetabled PSHEE lessons, during the 'Healthy Me', 'Relationships' and Changing Me' topics included in the Jigsaw Scheme of Work, followed by the school.

Relationships, covered during the Lent term, includes understanding friendship, family and other relationships, conflict resolution and communication skills.

Changing Me, also covered during the Lent term, includes Sex and Relationship Education in the context of looking at and managing change.

Healthy Me, covered during the Trinity term, includes drug and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line.)

In addition, Yoan Reed from Teaching Lifeskills ([www.teachinglifeskills.co.uk](http://www.teachinglifeskills.co.uk)) delivers targeted RSHE workshops to our Year 5, 6, 7 and 8 pupils. The girls in these year groups are also invited to a separate menstruation workshop.

There are also strong cross curricular links with Computing, where online safety is a focus topic, appearing in curriculum planning across all year groups.

### **Withdrawal from RSHE lessons**

Parents have the right to withdraw their children from the Sex Education provided at Hilden Grange, except for those parts included Relationships and Health Education. Those parents wishing to exercise this right are invited to complete the Parental Withdrawal Form (see Appendix 1) addressed to the Head of PHSEE who will explore any concerns and discuss any

impact that opting out may have on the child. Parental Withdrawal will be required each new academic year.

Materials used in school are not available to parents who wish to deliver RSHE to their children at home (copyright of Jigsaw). However, the Head of PSHEE will meet with parents to show what is covered in school.

A copy of the Withdrawal Request Form will be placed in the pupil's educational record.

### **Monitoring and Review**

The teaching of RSHE across the school is monitored through work scrutinises, learning walks, departmental meetings and talking to children. Pupils' development in RSE is monitored by the class teacher / form tutor / PSHEE teacher as part of our internal assessment system. Yoan Reed produces an annual evaluation document outlining what has been covered in her sessions and the children's learning, as well as any necessary next steps.

### **Delivery**

RSE is taught within the personal, social, health, emotional and economic (PSHE) education curriculum. Some aspects of RSE may be addressed in other subjects such as Science and RS.

Year 5 – 8 pupils also receive stand-alone sex education sessions delivered by Yoan Reed.

Reception to Year 6:

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

Years 7 and 8:

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe

- Intimate and sexual relationships, including sexual health

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.

### Jigsaw RSE Content

The grid below shows the specific RSE content for each year group taught in timetabled PSHEE lessons:

<i>Year</i>	
R	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
1	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
2	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.
3	Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect Others; awareness of how other children have different lives; expressing appreciation for family and friends; <b>how babies grow</b> ; understanding a baby's

needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.

4 Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; **having a baby (simple explanation of conception)**; girls and puberty; boys and puberty; confidence in change; accepting change.

5 Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; **conception (including IVF where appropriate)**; growing responsibility; coping with change.

6 Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; **conception to birth**; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

7 Changes that happen during puberty; understanding FGM and breast ironing and that these are forms of abuse; how to access help and support about puberty and/or abuse; **know how a baby is conceived naturally and via IVF; understand how a baby develops inside the uterus and is born; know there are different choices people can make about conception, pregnancy and having a baby**; appreciate that a baby comes with responsibilities.

8 Understand the range of feelings associated with attraction; recognise that attraction towards others takes many forms and can change over time; know where to get information to safely explore feelings about sexuality; recognise the role of pornography in society; understand that pornographic images do not reflect



reality; discuss the negative influence pornography can have on relationships;  
discuss how pornography can impact on expectations and self-image.

The highlighted objectives form the 'Sex Education' of RSHE at Hilden Grange which parents can withdraw their children from.

## **Yoan Reed – ‘Teaching Lifeskills’ content**

This is a guide to the themes that may be covered. The sessions are based very much on a thorough needs assessment in Year 5. The workshops centre on these themes but the content is delivered based on the needs of and maturity of the group.

### Year 5:

- Puberty: Why some children grow quicker than others. Changes in boys and girls. The responsibility of hormones
- Should boys and girls behave differently? Gender equality. Healthy body image
- Different family units. What kind of relationships do we know about? What is gay/straight? When do people start having romantic relationships?
- Correct names for the sexual anatomy in boys and girls. What is a period? Basic Human reproduction in the context of a loving relationship
- Introduction to ‘Staying safe – Body safety’ (via the use of the NSPCC ‘Pants’ Campaign)

### Year 6

- Puberty. Changes that happen to you and others when you grow, and how to manage the physical and emotional changes
- How a baby is made and how it grows in the womb. The vocabulary relating to the male and female sexual anatomy and how they work
- The menstrual cycle
- Learning about different relationships. Family, friendships, romantic relationships
- How to understand and appreciate differences and similarities between people. Culture, religion, and sexual orientation and identity

### Year 7

- Revisit puberty. Managing the physical, emotional, and social changes
- How a baby is made and how it grows in the womb. The vocabulary relating to the male and female sexual anatomy and how they work
- The menstrual cycle
- Social media influence on male and female body image, how they can impact on confidence, self-esteem and expectations in relationships
- How to understand and appreciate differences and similarities between people. Culture, religion, and sexual orientation and identity

### Year 8

- Revisit puberty and associated vocabulary relating to the male and female sexual anatomy and how they work
- Sexual orientation and sexual identity
- The impact of sexualised imagery and pornography
- Rights and responsibilities in relation to Contraception, STIs and sexual relationships
- Healthy Relationships and Sexual Consent within the context of a healthy and loving relationship and the law

- Exploring values and expectations in sexual relationships
- Identifying individual, personal, and family values that will help to establish a framework of criteria for a future sexual relationship

### **Jigsaw's Health Education Content**

The grid below shows the specific Health education content for each year group taught in timetabled PSHEE lessons:

<i><b>Year</b></i>	
<i><b>R</b></i>	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
<i><b>1</b></i>	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
<i><b>2</b></i>	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.
<i><b>3</b></i>	Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving Success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and off line; respect for myself and others healthy and safe choices; body changes at puberty.
<i><b>4</b></i>	What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes;

healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.

5 Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.

6 Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent.

7 Responsibility for own health; managing stress; substances; nutrition; medicines and immunisations; physical activity and sleep.

8 Emotional and mental health; managing stress; substances; nutrition; medicines and immunisations; sleep.

## Differentiation

Lessons are differentiated according to both the class need and the needs of the individuals within them, where we take into account all protected characteristics. Teachers adapt tasks and topics so that they are accessible to all. Group work is encouraged and all contributions

are valued. Teachers are aware of those with Special Needs who require personal adaptations to how they approach the lesson / style of teaching.

### **Sensitive Issues**

Staff members are aware that views around RSHE-related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned.

### **Confidentiality and Child Protection / Safeguarding Issues**

If a member of staff believes that a child is at risk or in danger, they will talk to the named DSL who will take appropriate action, as detailed in our Safeguarding Policy.

### **Health and Safety**

Health and Safety regulations and procedures are adhered to according to the school's Health and Safety Policy. It is the responsibility of the member of staff to ensure that these are followed.

**Appendix 1**  
**Pupil Withdrawal from 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			