



Hilltop School

## Relationships and Sex Education Policy

<b>Date Published</b>	Dec 2015
<b>Version</b>	5
<b>Approved Date</b>	May 2021
<b>Review Cycle</b>	Every 2 Years
<b>Review Date</b>	May 2023

An academy within:



“Learning together; to be the best we can be”



# 1. Aims

1.1 RSE is a National Curriculum requirement and is taught as part of Personal, Social, Health, and Economics Education (PSHE) at Hilltop School.

1.2 The aims of RSE are to teach our students:

- to be more independent,
- to be aware of themselves and others, including the physical development of their bodies as they grow into adults,
- to make informed choices and gives them the knowledge they need to stay safe,
- to develop a caring and considerate attitude to each other,
- to be aware others may have a different view and be able to respect that view,
- to help develop feelings of self-respect, confidence and empathy,
- to take responsibility for themselves and their own behaviours,
- to be aware of different families and relationships including keeping themselves safe and seeking help when they need it,
- to have increased confidence including talking about things that are worrying them,
- using accurate factual information including correct anatomical names for body parts,
- to ask and answer questions without embarrassment and with respect for others and themselves,
- to develop an understanding of mental health as well as how to keep themselves physically healthy,
- to develop safe and respectful relationships both on and offline.

## **Relationships and Sexual Health Education should:**

- be an integral part of a lifelong learning process, beginning in early childhood and continuing into adult life;
- be an entitlement for all children irrespective of gender, sexuality, ethnicity, special needs, culture, faith or religious tradition;
- foster self-esteem, self-awareness, a sense of moral responsibility, and the confidence and ability to resist unwanted sexual experience and abuse;
- be mindful of children's earlier experiences;
- should provide consistent messages;
- be continuous and progressive;
- support children as they move from childhood through puberty to adolescence;
- provide opportunity for discussion and clarification around values and attitudes;
- provide accurate, unbiased information.
- be sensitive, age appropriate, developmentally appropriate and delivered with reference to the law.

1.3 All pupils at Hilltop School participate in a broad and balanced PSHE and Citizenship curriculum; which includes the delivery of RSE and which meets



individual needs. Its role contributes towards students developing knowledge and understanding, skills, attitudes and values which are necessary for them to make sense of the responsibilities, opportunities and experiences which are part of their lives, both now and in the future.

## 2. Statutory requirements

2.1 Our school's policy on Relationships and Sex education (RSE) is based on the requirements of the Education Act 2002 and the DfE document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019).

2.2 In the DfE document, RSE is defined in primary schools as '...key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex. Teaching about mental wellbeing is central to these subjects'.

2.3 The underlying values which underpin the whole of this work are based on respect for others, the development of positive relationships, and personal choice. The right of young people to have balanced, factual information and the need to have an opportunity to discuss issues in a safe and supportive environment are the keystones to the programme. It is hoped that our comprehensive programme of Relationships and Sexual Health Education will promote self-esteem and emotional well-being and will help pupils to form and maintain worthwhile and satisfying relationships, based on respect for themselves, their bodies and for others, at home, school, work and in the community.

## 3. Policy Development

This policy has been developed in consultation with governors, 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 any interested parties given the opportunity to look at the policy and discuss any concerns
4. Pupil consultation – we discuss with pupils what they want from their RSE as part of the RSE lessons
5. Ratification – once amendments were made, the policy was shared with governors and ratified



## 4. Definition

RSE teaches children and young people how to be safe and healthy. It teaches them how to manage their academic, personal and social lives in a positive way. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity or lifestyles.

Relationships Education: the focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. 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).

Health Education: the focus is on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

Sex Education: the focus is on teaching children the facts about puberty (preparing boys and girls for the changes that adolescence brings) and reproduction (how a baby is conceived and born).

Relationships Education, Relationships and Sex Education (RSE) and Health Education is supported by the school's wider curriculum for personal, social and health education. In this way the school can ensure that pupils:

- receive their Relationships and Sex Education and health education in a wide range of contexts that are accessible to all pupils with SEND.
- are prepared for the opportunities, responsibilities and experiences of adult life.

## 5. Safeguarding, reports of abuse and confidentiality

Staff cannot guarantee complete confidentiality as a pupil may make a disclosure of a child protection issue. If this occurs, staff should follow procedures outlined in the Child Protection and Safeguarding Policy as well as the Keeping Children Safe in Education



guidance. However, during the exchange of routine information in PSHE sessions confidentiality should be maintained wherever possible.

## 6. The RSE curriculum

- 6.1 Teachers and all those contributing to Relationships and Sexual Health Education work in line with current legislation and Government guidance, irrespective of their personal feelings and beliefs.
- 6.2 It will meet the needs of everyone; boys as well as girls, those with physical, learning or emotional disabilities, those with a religious or faith tradition, whatever their culture and whatever their developing sexuality or gender identity.
- 6.3 Relationships and Sexual Health Education is delivered in a safe, supportive environment where pupils feel able to discuss sensitive issues in an honest, open forum.
- 6.4 When dealing with questions teachers and class staff must establish clear parameters of what is appropriate and inappropriate in a whole class setting.
- 6.5 Staff use standard school approved resources in their sessions. This is to protect staff and to ensure pupils are being shown appropriate images. Staff can contact the subject co-ordinator to discuss any resources they would like to use.
- 6.6 In EYFS the curriculum is covered in PSED (Personal and Social, Emotional Development). PSED is one of the three prime areas within the Early Years Foundation Stage (EYFS). Each prime area is divided into early learning goals, for PSED these are: Self-confidence and self-awareness, Managing feelings and behaviour and Making relationships.
- 6.7 RSE is taught throughout the school. It is revisited to consolidate learning and extra sessions are sometimes put in to support individuals at key points in their life.
- 6.8 Content and teaching will be tailored to ensure it meets the specific needs of pupils at different developmental stages.
- 6.9 The National Curriculum states that RSE helps pupils to understand and manage a wide range of relationships as they mature, and to show respect for the diversity of, and differences between people. It aids the development of pupils' well-being and self-esteem. It also covers Child Sexual Exploitation to ensure pupils have the information needed to keep themselves safe.

## 7. Curriculum organisation

PSHE and/or Citizenship is delivered in EYFS and Key Stages 1 to 5. Where possible all students are taught in their class groups and boys and girls are taught in the same group.



Teachers will follow the PSHE Association planning framework for pupils with SEND. The Planning Framework is organised into six sections:

1. Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests)
2. Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
3. Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
4. Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
5. Healthy Lifestyles (Being and keeping healthy, physically and mentally)
6. The World I Live In (Living confidently in the wider world)

Lessons will be differentiated to give all pupils relevant and appropriately challenging work. See appendix 1 for more information.

## 8. Roles and responsibilities

### 8.1. The Governing Board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

### 8.2. 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-science components of RSE.

### 8.3. The 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-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.

## 8.4. The Role of Parents/carers

8.4.1 We know that the primary role in children's RSE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation.

8.4.2 To promote this objective, we:

- inform parents about the school's RSE policy and practice;
- answer any questions that parents may have about the RSE of their child;
- address any issue that parents raise with teachers or governors about this policy, or about the arrangements for RSE in the school;
- inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home;
- work closely with parents and carers to identify any issues that may need addressing for each individual student as they get older to ensure planning and delivery is appropriate.

## 8.5 The Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

# 9. Working with external agencies

9.1 This should be used to enhance delivery of the subject.

9.2 School should ensure any visitor is checked, ensure teaching being delivered is accessible and appropriate.

9.3 Teaching materials being delivered should be seen in advance to ensure it meets the needs of the pupils.

9.4 It should be agreed in advance how a safeguarding report should be dealt with and how confidentiality will be handled.

# 10. Parents right to withdraw

Parents do not have the right to withdraw their child from any aspect relationships or health education (which includes learning about the changing adolescent body and puberty).

Parents have the right to withdraw their children from the non-science components of sex



education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

## 11. Training

Staff are trained on the delivery of RSE as part of 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.

## 12. Monitoring arrangements

The delivery of RSE is monitored by senior leaders through:

Planning scrutiny, lesson visits, children and staff surveys.

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

The governing body is responsible for monitoring the delivery of our RSE policy. Governors give due consideration to any comments from parents about the RSE programme, and require the head teacher to keep a written record of parents' comments.



## Appendix 1 – Curriculum map

Key Stage	Overview of key themes in PSHE/RSHE	
<b>EYFS</b>	Personal, Social and Emotional Development  Self-regulation  Managing Self  Building relationships	
	PSHE Education planning framework for pupils with SEND <a href="http://www.pshe-association.org.uk">www.pshe-association.org.uk</a>	
<b>KS1 &amp; KS2</b>	Self-Awareness	<ol style="list-style-type: none"> <li>1. Things we are good at</li> <li>2. Kind and unkind behaviours</li> <li>3. Playing and working together</li> <li>4. People who are special to us</li> <li>5. Getting on with others</li> </ol>
	Self-care, Support and Safety	<ol style="list-style-type: none"> <li>1. Taking care of ourselves</li> <li>2. Keeping safe</li> <li>3. Trust</li> <li>4. Keeping safe online</li> <li>5. Public and Private</li> </ol>
	Managing Feelings	<ol style="list-style-type: none"> <li>1. Identifying and expressing feelings</li> <li>2. Managing strong feelings</li> </ol>
	Changing and Growing	<ol style="list-style-type: none"> <li>1. Baby to adult</li> <li>2. Changes at puberty</li> <li>3. Dealing with touch</li> <li>4. Different types of relationships</li> </ol>
	Healthy Lifestyles	<ol style="list-style-type: none"> <li>1. Healthy Eating</li> <li>2. Taking care of physical health</li> </ol>



		3. Keeping well
	The World I Live In	<ol style="list-style-type: none"> <li>1. Respecting differences between people</li> <li>2. Jobs people do</li> <li>3. Rules and laws</li> <li>4. Taking care of the environment</li> <li>5. Belonging to a community</li> </ol>
<b>KS3 &amp; KS4</b>	Self-Awareness	<ol style="list-style-type: none"> <li>1. Personal strengths</li> <li>2. Skills for learning</li> <li>3. Prejudice and discrimination</li> <li>4. Managing pressure</li> </ol>
	Self-care, Support and Safety	<ol style="list-style-type: none"> <li>1. Feeling unwell</li> <li>2. Feeling frightened/worried</li> <li>3. Accidents and risk</li> <li>4. Keeping safe online</li> <li>5. Emergency situations</li> <li>6. Public and private</li> <li>7. Gambling</li> </ol>
	Managing Feelings	<ol style="list-style-type: none"> <li>1. Self-esteem and unkind comments</li> <li>2. Strong feelings</li> <li>3. Romantic feelings and sexual attraction</li> <li>4. Expectations of relationships/abuse</li> </ol>
	Changing and Growing	<ol style="list-style-type: none"> <li>1. Puberty</li> <li>2. Friendship</li> <li>3. Healthy and unhealthy relationship behaviour</li> <li>4. Intimate relationships, consent and contraception</li> <li>5. Long-term relationships/parenthood</li> </ol>

	<p>Healthy Lifestyles</p>	<ol style="list-style-type: none"> <li>1. Elements of a healthy lifestyles</li> <li>2. Mental wellbeing</li> <li>3. Physical activity</li> <li>4. Healthy eating</li> <li>5. Body image</li> <li>6. Medicinal drugs</li> <li>7. Drugs, alcohol &amp; tobacco</li> </ol>
	<p>The World I Live In</p>	<ol style="list-style-type: none"> <li>1. Diversity/rights and responsibilities</li> <li>2. Managing online information</li> <li>3. Taking care of the environment</li> <li>4. Preparing for adulthood</li> <li>5. Managing Finances</li> </ol>
<p><b>Post 16</b></p>	<p>The importance of sleep</p> <p>Mental wellbeing:</p> <ul style="list-style-type: none"> <li>• Name and talk about emotions.</li> <li>• Recognise what makes them feel stressed/sad.</li> <li>• Explore the benefits of relaxation.</li> </ul> <p>Internet safety and harms:</p> <ul style="list-style-type: none"> <li>• Recognise harmful behaviour online (Bullying, abuse or harassment)</li> <li>• Who to ask for help if they feel unsafe.</li> </ul> <p>Respectful relationships:</p> <ul style="list-style-type: none"> <li>• Different types of relationships.</li> <li>• Recognising signs of healthy and unhealthy relationships.</li> <li>• Who to ask for help if they feel unsafe.</li> </ul> <p>Changing adolescent body:</p> <ul style="list-style-type: none"> <li>• Name correct body parts.</li> <li>• Public and private.</li> </ul>	



- My body is private - safety and appropriate touch.
- Menstruation - girls.

Health:

- Keeping clean.
- Dental hygiene.
- Hand washing - germs.
- Alcohol/drug awareness

Basic first aid



## Appendix 2 – 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 non-science components of sex education within RSE			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	