



Hilltop First School and Foundation Stage

Relationships and Sex Education Policy

Document author	LB
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Relationships and Sex Education Policy

1. Policy Statement

Relationship, Sex and Health education (RSHE) is defined by the DfE as 'learning about physical, moral and emotional development'. The guidance states, 'It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care.' 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. It also enables young people to make responsible and informed decisions about their health and wellbeing.

This policy is a working document and will be amended where necessary to continue to provide the best support and guidance for the children at Hilltop First School.

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***. This policy has been written in accordance with the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019).

3. Definitions

Within this policy, as in the DfE guidance, ***Relationships Education*** is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

For the purpose of this policy, ***Health Education*** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

RSHE is **not** about the promotion of sexual activity.

4. Curriculum

Our RSHE curriculum has been developed taking into account the age, needs and feelings of pupils in Year 1-4. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so pupils are fully informed. We have drawn together a curriculum with resources from a range of sources whilst including a personalised approach based on the needs and backgrounds of individuals and groups of children that attend Hilltop First School.

The Curriculum, which is taught in blocks of three sessions each short term covers the following themes:

- Caring and Responsibilities
- Families and Committed Relationships
- Healthy and Happy Friendships
- Healthy Bodies- Healthy Minds
- Similarities and Differences
- Understanding Change

These have been planned out carefully over a 2 year rolling plan to accommodate our mixed year classes. This ensures all areas are covered in each key stage. All topics covered are age appropriate and encompass a whole school language and approach to teaching the different themes within the RSHE Curriculum.

Non Statutory Sex Education

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. ***As Hilltop First School only goes up to pupils of Year 4 age, we have not included this in our RSHE Curriculum. This part of the curriculum will be taught when they transfer to Middle School from Year 5 onwards.***

As part of the **statutory science curriculum**, children are taught and encouraged to use correct names for each part of the body including genitalia. Children in Key Stage 1 learn that animals, including humans, have offspring which grow into adults. As part of **statutory Health Education**, children in Year 4 are taught in an age appropriate way about puberty and the associated physical and emotional changes including the onset of menstruation. These lessons form part of the statutory requirements for Health Education.

Early Years

In the Early Years, pupils are guided in their personal, social and emotional development through the Early Years Foundation Stage Curriculum. This is one of the Prime Areas of learning and is therefore at the heart of the wider curriculum. From 2021, the Personal, Social and Emotional Development Early Learning Goal 'Making Relationships' expects children to:

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs.

5. Delivery of RSHE Curriculum

All sessions will be taught by the child's main class teacher, with the support of an additional adult where appropriate. This is to ensure that the content is covered by school adults that have an established relationship with the children and are aware of the different circumstances and needs of each child in the class. Teaching will be taught in their classes though some content in KS2 is covered in single sex groups in the Summer Term e.g. menstrual hygiene, single sex question sessions, etc.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSHE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. The children will be reminded of Hilltop's values, ensuring they are considered during these sessions.

Dealing with sensitive issues and difficult questions

Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way. If a question cannot be answered at that time or in the presence of the rest of the class the teacher will encourage the child to have some bubble time with a trusted adult or speak to the child's parents/carers about discussing the question together with the child. In the case of any questions which raise safeguarding concerns, teachers will follow our Safeguarding and Child Protection Policy and refer to the Designated Safeguarding Lead.

Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children. Positive, respectful relationships are modelled by all adults across the school.

6. Parent's Right to Withdraw

The RSHE curriculum consists of both statutory and non-statutory elements:

- Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE.
- Parents do not have the right to withdraw their children from statutory relationships education, health education or the science curriculum.

As Hilltop are not teaching the non-statutory components of Sex Education within the RSHE Curriculum all themes covered are statutory and are required to be taught to all children.

7. Special Educational Needs (SEND)

Pupils with Special Educational Needs will be given the opportunity to fully participate in RSHE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

8. Equality and Diversity

All RSHE is taught without bias and in line with legal responsibilities as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RSHE will not influence the teaching of the subject in school. At Hilltop, we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness.

9. Complaints Procedure

Where any parents or carers have any concerns, they should in the first instance please speak with the Class Teacher or the Team Leader. This will be escalated to a member of the Senior Leadership Team if required. In the event that your concern cannot be resolved, please follow Hilltop's Complaint Procedure as set out in our policies on our school's website.

10. Further Policies

In conjunction with this policy, please also see:

- Behaviour Policy with Anti-Bullying statement
- Child Protection and Safeguarding Policy
- Equality Policy
- Special Educational Needs and Disability Policy
- SMSC Statement
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Please see below a useful document produced by the government, which provides answers to frequently asked questions:

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>