

Hunton & Arrathorne Community Primary School

Relationships & Sex Education Policy



Date: October 2020	Headteacher: Mr S Donaldson
Review Date: October 2022	Chair of Governors: Mr P Barber

Our Vision

Throughout their time at Hunton & Arrathorne Community Primary School, we aspire for children to excel by:

- Growing as caring, open minded and confident
- Developing enquiring minds
- Becoming life-long learners
- Aspiring to achieve their full potential
- Learning from mistakes
- Celebrating achievements

To achieve this all staff in school will:

- Create a culture of safety and care
- Meet the needs of all pupils
- Provide our children with learning experiences which ignite a passion for learning
- Set high expectations of behaviour
- Create a stimulating and clean environment with up-to-date resources
- Engage with parents in the education of their children
- Encourage children to take an active role in the community as ‘citizens of the future’



Principles / Intent

- We are committed to our statutory responsibilities with regard to the Equalities Act 2010 www.legislation.gov.uk/ukpga/2010/15/contents .
- All our work in RSHE is undertaken with the same duty of safeguarding children which applies to all school practice.
- As a school, Hunton & Arrathorne aims for every child to aspire to excel in all areas of life – we are committed to promoting equality.

What is Relationships and Sex Education?:

RSE in the primary sector is about the emotional, social and physical aspects of growing up; healthy relationships within and beyond the family unit; respect for different views and perspectives including those held by different faith and cultural groups; and how to recognise and respond to inappropriate relationships.

Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect. Further information can be found in the DfE publication: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/05781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

Intent / Aim:

By the end of primary school, children will be equipped for their journey into the wider world...

- Children are familiar with different types of relationship in daily life and degrees of familiarity.
- Children learn how to build respectful relationships with others.
- Children learn how to resolve differences respectfully.
- Children recognise families take many different forms but all can provide a happy, stable environment in which to grow up.
- Children learn about their own bodies and how to look after their bodies.
 - Children learn how their bodies will change in puberty and how this may affect them.
- Children are confident in expressing their emotions and feelings to trusted peers and adults.
- Children know how to recognise inappropriate relationship behaviour (including online and on social media) and how to respond or seek help.

Implementation:

In our school RSE is delivered by school staff as part of the PSHE curriculum within timetabled PSHE lessons. Some factual aspects of RSE are a well-established part of the National Curriculum for Science (2014) and will continue to be taught as part of timetabled science lessons.

Definitions Relationships Education is learning about how to:

- be appreciative of existing relationships
- to form new healthy relationships
- to enjoy strong positive, non-exploitative, caring relationships online and in person.



This will particularly reference family relationships including marriage, friendships and relationships with peers and adults.

The Science Curriculum (statutory) includes learning about the human body parts (including correct terminology), and the biological facts of human growth, puberty and reproduction.

Sex Education (not mandatory in primary schools) Governors at Hunton & Arrathorne Community Primary School have agreed this should be offered to prepare and protect the children in our community as research shows that the age of onset of puberty has come down in recent decades (typical age range 8-14). We also want to equip our children to cope with the themes they may encounter through all forms of popular media. At our school this will include discussion of the emotional and practical aspects of puberty, the chance to ask questions anonymously and discussion of the concept of consent, including the use of social media.

Curriculum Framework

The following curricular framework is based on the North Yorkshire County Council's Personal, Social, Health & Citizenship Education (PSHCE) curriculum to seek to find an appropriate and specific way to deliver Sex and Relationships Education (SRE) in line with our school's SRE policy. A strong theme behind the development of this curriculum is linked to the school's duty to **safeguard** children. Extensive research nationally has shown that children and young people are highly vulnerable to a wide variety of exploitative activities, and effective SRE can minimise the risks associated with these. Certain elements, such as learning the correct names for genitalia etc. are introduced quite early, simply so that children have accurate knowledge of their own bodies. In addition, this ensures that children have the language required to clearly articulate anything that might make them feel uncomfortable or place them at risk.

Another strong theme running through this programme is the vital importance of **tolerance** and **respect** for all. It is acknowledged that our pupils live in an environment in which they may not necessarily encounter a more diverse cultural background. This leaves a dilemma; should we be even more proactive about teaching children about different life choices or cultural behaviours since they are unlikely to discover these things through other means, OR should we take the view that children aren't likely to encounter particular experiences so we don't need to deal with them? This framework seeks to find a balanced approach to the above dilemma, but leans more towards the former view, that it's important for pupils to learn about a variety of relationships and cultures since it may only be through such education that they encounter these.

All parents have the right to withdraw their child from SRE, and a form will be provided to parents each year to disapply their child from this should they so wish. In addition, for certain elements of SRE (e.g. puberty), the school may offer the option for a child to be removed from just this aspect of the curriculum, to be delivered at a predefined time and date. However, under the Equalities Act, all organisations including schools must demonstrate that they treat all people equally; this would include the correct terminology for different relationships (e.g. lesbian, gay etc.) which may come up *outside of SRE lessons*. If a question on such a matter were to arise from a child, staff would seek to handle this sensitively according to the framework below, but would not lie to a child or use incorrect terms when providing an answer. For example, if a Year 1 child asked what the word "gay" meant, although not listed as part of the YR / Y1 curriculum, a staff



member might explain in a very simplified way that this is a word for two men or two women who have a special partnership. The teacher might also say that they'll learn more about this in future, and might ask in what context the child heard the term. The member of staff would not, however, rebuff the child and tell them that this "wasn't a word to talk about". This is to ensure that we remain honest with pupils whilst maintaining an age appropriate content.

Content Overview:

Science Curriculum – KS1 & 2

Children learn about life cycles and life processes in animals and humans as part of the National Curriculum science programme of study. They also learn about the function of different body parts, correct terminology and how to keep their bodies healthy through diet and exercise.

In upper Key Stage 2 children learn that babies develop within a mother's uterus and that babies are conceived when an egg is fertilised by a male.

Relationships and Health Education (within PSHE) Curriculum – EYFS, KS1 & 2

Children learn initially about themselves and their feelings and this is then extended to think about how we relate to one another. Children develop the language of empathy, reconciliation and respectful debate. They learn how to recognise emotions and reactions in others. Children learn about different families and cultures. Children learn how to keep themselves healthy and safe. This includes learning about potential hazards such as misuse of drugs and alcohol, e-safety and physical safety.

Relationships & Sex Education – Years 4-6

Children learn about puberty and how their bodies will develop through short films and adult-led discussion of the emotional and practical impact of these changes. We emphasise that this happens over a wide age-range (the current typical age-range is 8-14) so some friends will develop before others. There is a chance for children to ask questions anonymously. All children are taught about menstruation and its purpose but girls are offered additional sessions on this aspect. In Year 6, children learn how babies are conceived and born within the context of loving, respectful, committed relationships. Children will also be taught about the value of their own bodies, mutual respect and the right to privacy and consent, including on social media. Parents are invited to view the materials to be used in advance in order to prepare for questions at home.

Implementation:

Teaching & learning RSE will be taught as part of timetabled PSHE and science lessons through:

- Stories
- Discussion
- Anonymous question baskets
- Circle Times
- Short video clips



This enables teachers to respond quickly to the needs of specific groups. Any individual issues or needs will be supported by our staff as required. All children have the right to RSE and pupils with additional vulnerabilities (including SEND and looked-after children) will be supported in their learning, matched to their needs and stage of development.

In order to facilitate the delivery of the SRE curriculum, Hunton and Arrathorne Community Primary School utilises the Coram SCARF scheme of work.

Parental Right of Withdrawal

Relationships education will be statutory for all pupils from September 2020, but sex education is not statutory until KS3. Therefore, parents can choose to withdraw their child only from this element of the taught curriculum – please contact the Headteacher if you wish to do so. The elements covered in the science curriculum are also statutory. The Headteacher or class teachers are happy to discuss any individual parental concerns in person.

Equal Opportunities

Provision for SRE and PSHE is in accordance with the school's equal opportunities policy. All children have the opportunity to take part.

Provision for children with special educational needs, including more able children will be appropriately differentiated.

Confidentiality

Total confidentiality cannot always be provided. Sensitive information, however, should only be shared with the consent and knowledge of the provider and only on a need-to-know basis. However, we may use the information without the consent of the provider if we are concerned that a child may be at risk.

Impact:

The impact of our RSE will be reviewed through:

- Pupil voice
- Parental questionnaires
- Governor monitoring
- 'Growing up in North Yorkshire' Survey

