

# Handel House Preparatory School

## Relationships and Sex Education Policy

<u>Policy Information</u>			
<b>Status:</b>	Statutory	<b>Reviewed by:</b>	Advisory Board
<b>Cycle of Review:</b>	One year	<b>Policy Ratified:</b>	September 2022
<b>PSHE Co-ordinator: Mark Raisborough</b>		<b>Headteacher/Proprietor: Mark Raisborough</b>	

This policy has been produced in consultation with parents, staff and Advisory Board and covers our approach to Relationships and Sex Education. This policy is applicable to all children at Handel House School including those in EYFS.

### Legal Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHEE) continues to be compulsory in independent schools.

**Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, head teachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science. Schools will want to draw on the good practice for conversations with parents around the right to withdraw. Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.**

### Aims of Relationships and Sex Education

Handel House School believes that Relationships and Sex Education in this school will be developmental and a foundation for further development in the secondary school. The focus will be 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 trusted adults. The school will work towards these aims in partnership with the parents. The aim of the Relationships and Sex Education Policy is to clarify the content and manner in which Sex and Relationships Education will be delivered in this school.

Other school policies that have relevance to Relationships and Sex Education are:

- Anti-bullying
- Behaviour
- Child Protection
- Confidentiality
- Drugs Education
- Equality
- E-safety/ICT
- Mental Health and Well-Being

- PSHEE and Citizenship
- RE
- Special Educational Needs and Inclusion
- Teaching and Learning

## **MORAL AND VALUES FRAMEWORK**

The Relationships and Sex Education Programme will reflect the school's over-arching aims and demonstrate and encourage the following values:

- respect for self and others – including caring friendships, on-line relationships and being safe
- responsibility for their own actions
- responsibility for their family, friends, school and wider community

## **Equal Opportunities**

Handel House School is committed to working towards equal opportunities in all aspects of school life. We ensure Relationships and Sex Education is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND). All resources and teaching methods used will support this commitment.

## **Content**

The Relationships and Sex Education Programme will:

- provide information that is relevant and appropriate to the age and developmental stage of the pupils
- develop skills of assertiveness, communication and effective dialogue in relationships
- encourage the exploration and clarification of values and attitudes
- foster self esteem, positive self-image and confidence

Topics and themes will be revisited from year to year taking account of the pupils' development and the spiral curriculum concept. The three core themes of RSE are health and wellbeing, relationships and living in the wider world.

The content of the Relationships and Sex Education Programme including learning outcomes will be based on the Department for Education advice and statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'. For example in KS1 this means laying the foundations of understanding about growth and change and respect for one another; in KS2 this will be preparation for the changes of puberty.

A variety of resources will be used to cover key concepts, skills and topics at KS1 and KS2. Topics will include:

- What is meant by a healthy lifestyle?
- Maintaining physical and emotional health and well being.
- Managing risks to emotional health and well being
- Ways of keeping physically and emotionally safe
- Managing change such as puberty, transition and loss
- Identifying different influences on health and well being
- How to develop and maintain a variety of relationships
- How to recognise risky or negative relationships
- How to respect equality and diversity in relationships.
- Identify, name, draw and label basic parts of human body
- Understand that animals, including humans, have offspring that grow into adults.

**See appendix 1 for Relationships and Sex education progression document.**

## **Organisation**

Relationships and Sex Education will be co-ordinated by the PSHE co-ordinator (Headteacher/Proprietor) in close co-operation with the Handel House School class teachers.

Delivery will be:

- as topics
- through planned aspects of science
- addressed occasionally in assembly time
- through pastoral time
- through small group work
- through Values-based education
- through story time
- through PSHE lessons
- themed weeks

Active learning methods that involve pupils' full participation will be used. Single sex groups will be used as and when deemed appropriate.

Parents can view resources by contacting the school.

## **Specific Issues Statement**

### Working with parents and pupil withdrawal procedures.

Handel House School is committed to working with parents/carers. Pupils can be withdrawn by their parents/carers from part of the relationships and sex education programme that is outside the compulsory elements of relationships and sex education in the National Science Curriculum. Parents/carers wishing to exercise this right are invited to contact the Headteacher/Proprietor who will explore the concerns and the possibilities of adjusting the programme or approach. They will discuss the possible impact that withdrawal may have on the pupil and the Headteacher/Proprietor will talk with the parents/carers about the pupil's possible negative experiences or feelings that may result from exclusions and ways which these can be minimised. Once a pupil has been withdrawn they cannot participate in relationships and sex education until the request of withdrawal has been removed. It must be stressed that parents **cannot** withdraw children from relationships education, only sex education beyond the science curriculum.

However, if a parent/carer requests that their child be removed from "sex education" the school will provide support by offering packs of materials to parents to help them provide this learning in a way that they are comfortable with.

## **Confidentiality**

Pupils will be made aware that some information cannot be held confidential and that their best interests will be maintained.

## **Disclosure or suspicion of possible abuse**

Handel House School has a Child Protection/Safeguarding policy and procedure for dealing with child sexual abuse based on the LA guidelines and recommendations. This policy is available on the school website and a hard copy of this policy is also available from the school office upon request.

## **Teaching and Outside Agencies**

At Handel House School, class teachers will teach RSE lessons. Outside agencies can be used to support and assist the teachers in the development of the classroom-based work. On rare occasions outside agencies may be involved in classroom based work as part of the developmental programme following discussions and negotiation. They will be required to work within the school's moral framework outlined earlier. Lessons will only have a teaching input from anyone other than the class teacher when there is a clear

enhancement that they can bring. In this instance these sessions will be jointly planned and run jointly between teaching staff and visitors and the class teacher will be present at all times. The schools procedures for working with external agencies and teaching and learning policy will be followed, including DBS checks.

### **Answering difficult questions**

Sometimes an individual child will ask an explicit or difficult question in the classroom. Teachers have been informed that they do not have to answer questions of this nature directly; they can be addressed individually later. The Advisory Board support individual teachers in using their discretion and skill in these situations and can refer to the management team if they are concerned.

### **Provision for pubertal pupils**

A Sanitary Disposal Unit is located in the staff cloakroom on the first floor.

### **Complaints Procedures**

Any complaints about the Relationships and Sex Education Programme should be made to the Curriculum Co-ordinator who will report to the Advisory Board via the link advisor.

### **Dissemination of this policy**

All staff members and Advisory Board members will be informed of this policy and able to view it. Hard copies will be available from the school office on request. It will be published on the school's website.

### **Assessment and Recording**

Teachers assess the children's work in Relationships and Sex Education both by making informal judgments as they observe them during lessons and by doing formal assessments of their work, measured against the specific programmes of study set out in our progression document. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

### **Monitoring.**

The PSHE coordinator is responsible for monitoring the standards of children's work and the quality of teaching. The co-ordinator supports colleagues in the teaching of Relationships and Sex Education, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The Headteacher/Proprietor will also self-evaluate to ensure the quality of provision is as good as it could be and make any necessary changes as appropriate.

### **Relationships and Sex Education policy review date**

As part of effective RSE provision, the RSE policy will be reviewed annually to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

Mark Raisborough  
Headteacher/Proprietor  
September 2022



## Appendix 1

By the end of Primary School

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li><li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li><li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li><li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul>
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li><li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li></ul>
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• the importance of respecting others, even when they are very different from them (for example, physically, in character,</li></ul>

	<p>personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <ul style="list-style-type: none"> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul> <p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <ul style="list-style-type: none"> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources</li> </ul>

**From age three (nursery):** Children should be taught the differences between boys and girls, naming body parts with the correct scientific words, what areas of the body are private, and the difference between good touches and bad touches.

**Age four to six (reception – year 1):** From this age children should be able to identify safe situations and those which may be risky, like other children or adults taking improper photographs of them. They should be able to identify trusted adults (both at home and school) who they can talk to if they feel worried. Within this age group they should understand about different types of families, including those with same sex parents. The emphasis being on all different types of families.

**Age six to eight (year 2 – 3):** Understanding the importance of boundaries within friendships and personal relationships is important, including online and through technologies such as mobile phones and games. They should know what films, programmes and online content they should and shouldn't be watching, in addition as to who to tell, if someone encourages them to watch inappropriate content (this can be a grooming tactic).

**Age eight to nine (year 4):** By this age, children need to be taught about the emotional and physical changes of growing up, coping strategies for different emotions, as well as looking after their bodies and the onset of puberty. We find that some girls may even be starting their periods in year 4, so it is critical that they have this knowledge at this age. We also recommend giving a gentle introduction to reproduction, this is the point at which we find we are able to tell children before they have received a muddled version from an older sibling or peers who may have been looking online for the definition of "sex".

Whilst some parents and teachers may question this age, it is important to know that 'sex' is spoken and sung about, widely in the media including in pop music aimed at children. If children type this simple word into the internet to find out what it means they will be presented with graphic and often disturbing images, so it is better to educate the children in a gentle age appropriate manner, than to leave them hungry for information.

**Age nine to 11 (year 5 – 6):** At these ages it is important to review the previous information taught, as children tend to absorb and retain elements of the information when it is of relevance to them. So we allow children to ask more questions in these year groups, to ensure they understand what they have been taught and fill in any gaps in knowledge. They will often want more details on conception, how babies (including twins) develop and are born. Sometimes they ask how people can get germs from sex and how they can be prevented, or there may be curiosity about feelings or body image – each group is different.

Useful Link:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/907638/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSE_primary_schools_guide_for_parents.pdf)